DOCUMENT RESUME

ED 344 635 JC 920 201

TITLE Illinois Trustee, 1991-1992.
INSTITUTION Illinois Community Coll. Trustees Association, Springfield.
PUB DATE 92
NOTE 82p.
AVAILABLE FROM Illinois Community College Trustees Association, 509 S. Sixth St., Suite 426, Springfield, IL 62701.
PUB TYPE Collected Works - Serials (022)
JOURNAL CIT Illinois Trustee; v22 n1-5 Jul-Aug 1991-May-Jun 1992

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Community Colleges; *Educational Administration; *Educational Finance; Educational Legislation; Educational Planning; *Educational Trends; Futures (of Society); *Governance; *Governing Boards; Government School Relationship; Retrenchment; Strikes; Transfer Policy; *Trustees; Two Year Colleges
IDENTIFIERS *Illinois

ABSTRACT

"Illinois Trustee," the official publication of the Illinois Community College Trustees Association (ICCTA), is distributed to all trustees, chancellors, and presidents, as well as to other persons interested in the public community colleges of Illinois. These five issues of volume 22 include the following articles: (1) "Colleges Receive 1.6% Funding Hike Despite Tight State Budget"; (2) "How Local Governance Benefits My Community College," by Patricia J. Kinney; (3) "Transfer and Trustees: What Do We Need to Know? What Do We Need to Do?" by Judith S. Eaton; (4) "Building a Systematic Approach to Government Relations"; (5) "Community Colleges: The Great American Invention," by Vincent A. Persico; (6) "Stop Defining Pre-Collegiate as Undergraduate," by Miguel del Valle; (7) "Voters Elect 44 New Trustees to the Class of 1991"; (8) "Helping to Put Higher Education within the Reach of Middle-Income Families," by Richard J. Durbin; (9) "Board Members: Ask the Right Question," by Thomas A. Shannon; (10) "Higher Education Negotiations and Strikes in Illinois," by Peter Loehr and Joan Livingston-Webber; (11) "Community Colleges: The Next Millennium," by Judy Baar Topinka; (12) "The Other Side of the Looking Glass," by Scott Harner; (13) "Reactive and Proactive Strategies for Coping with Reduced Resources," by Richard L. Alfred; (14) "Investing in Board Development," by Gary W. Davis; and (15) "Community College Issues in the 1992 Legislative Session," by Carl Hawkinson. In addition, each issue provides a number of short articles covering current ICCTA activities, decisions and concerns, while most also include the following regular columns: remarks by ICCTA president, Barbara Barton; "The Legal Corner"; "Names in the News," and "College Briefs." (MPH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ILLINOIS TRUSTEE

ED344635

VOL. XXII, NOS. 1-5

JULY/AUGUST 1991--MAY/JUNE 1992

IC 920 201

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

K. Villanueva

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

X Minor changes have been made to improve reproduction quality

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

ILLINOIS TRUSTEE

Vol. XXII, No. 1 | Illinois Community College Trustees Association | July/August 1991

ICCB forms committee to review funding plan

The Illinois Community College Board has created a statewide committee to review and suggest revisions in the funding plan by which college districts receive state grants.

ICCB executive director Cary A. Israel explained that the committee will provide the structure for a formal study of the Illinois community college funding plan.

"The Illinois funding plan has served as a national model for state funding of community college systems. However, now that this particular plan has been in operation with minor changes for 10 years, it's time to take a look at it from the inside out," Israel said.

In previous years, the ICCB has solicited input on budget issues from the system and sponsored public forums around the state. When necessary, any suggestions or concerns that were voiced were then addressed in the annual community college budget request.

The committee's tentative timetable calls for the review to be completed by late September. Recommendations will then be incorporated into the fiscal year 1993

continued on page 12

Colleges receive 1.6% funding hike despite tight state budget

The Illinois General Assembly's 1991 spring legislative session concluded shortly after midnight on July 19 -- 19 grueling days past its scheduled adjournment on June 30.

Community colleges were among the very few state programs to survive the session with **increased** funding. In all, the system received a 1.6-percent increase above fiscal 1991 levels, while most other state agencies suffered significant budget reductions.

In other legislative activity of interest to community colleges:

Income tax surcharge

Much of this year's budget stalemate centered around the issue of extending the state's temporary 20-percent income tax surcharge.

After a great deal of political posturing on both sides of the aisle, a compromise was reached -- but with a twist. Under this agreement (signed into law on July 25), half of the surcharge becomes permanent to support education. The other half is renewed for just two more years, with revenue split between the state and local governments.

As a result, the state's new income tax rate is now 2.75 percent, with a 0.25-percent temporary surcharge set to expire in 1993.

Property taxes

Proposals to limit or freeze property taxes also led to considerable wrangling during the last two weeks of the spring session. As with the surcharge debate, the stalemate was finally resolved by a compromise between the Governor and legislative leaders.

Also signed on July 25, this new act imposes a one-year freeze on property tax assessments in Cook County, beginning Jan. 1. In addition,

continued on page 3

Inside the *Trustee*

ACCT, ICCTA share convention success. . p. 4

Transfer and trustees: what should we do? . p. 8

Can colleges regulate auditorium usage? . . p. 11

Now that we're 21, what's next?

By Barbara Barton
ICCTA President
Trustee, William Rainey Harper College

Barbara Barton

Founded in 1970, the Illinois Community College Trustees Association celebrates its 21st birthday this August. Happy Birthday to us!

For over two decades, the Trustees Association has worked effectively to establish the importance of local control of Illinois community colleges. When the colleges needed financial support, we were there. When their programs were under attack, we defended them. Whenever commitment to equity and equal access were in jeopardy, ICCTA responded effectively. After two decades, we can say that we have established high standards for trusteeship and college performance.

Now that we have passed our minority, what lies ahead? I suggest that the next stage in our organizational evolution should be to increase participation in Trustees Association activities. In order for this to happen, we may need to look at new ways of providing services to our members. Trustees today are very able people, but they are very busy -- busier than their predecessors and they demand high-quality services provided in convenient formats.

Over the next few months, your Executive Committee and staff will be working to find ways we can be even more effective in promoting trusteeship in Illinois. Instead of burdening all trustees with survey instruments, we plan to conduct short telephone surveys of a small group of typical trustees. Using their responses, we will target ICCTA services to meet your most pressing needs. Of course, if you have a special concern, we are always happy to hear from you. Feel free to give Gary or other members of the ICCTA staff a call at any time. Or call me.

We will examine ways to identify and support promising new leaders within the Association. We will find ways to continue and expand our influence in Springfield and Washington, D.C. Look for more frequent, single-page alerts and reports with specific suggestions for action by trustees and boards. We plan to take up

continued on page 13

ILLINOIS TRUSTEE

The Illinois Trustee is the official publication of the Illinois Community College Trustees Association. It is distributed bi-monthly to all trustees, chancellors and presidents, and to other persons interested in the public community colleges of Illinois.

Illinois Community College Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

ICCTA STAFF
Dr. Gary W. Davis, Executive Director
Michael Monaghan, Director of Government Relations
Donna Grove, Executive Assistant
Kim Villanueva, Public Information Officer
Sherrie Kimble, Office Assistant
Robert B. Maher, Counsel for Legislation

1991-92 OFFICERS
President
Barbara Barton
William Rainey Harper College

Vice President
Jeanne Blackman
Lincoln Land Community College

Secretary
Kay Bennett
Belleville Area College

Treasurer
Ralph Goren
Oakton Community College

1990-91 REGIONAL CHAIRPERSONS
Chicago Region
Dr. Nelvia Brady
City Colleges of Chicago

East Central Region
Nancy Bates
Danville Area Community College

North Suburban Region
Steve Haugh
McHenry County College

Northwest Region
Richard Groharing
Sauk Valley Community College

South Suburban Region
Robert Anderson
South Suburban College

Southeast Region
William Batteau
John A. Logan College

Southwest Region
Chris Ringhausen
Lewis and Clark Community College

West Central Region
Renee Long
Black Hawk College

West Suburban Region
Ellen Roberts
Elgin Community College

Legislation

continued from page 1

most local governments in the five counties surrounding Chicago (DuPage, Kane, Lake, Will and McHenry) will limit property-tax increases to 5 percent or the rate of inflation, whichever is less, effective Oct. 1. However, the caps do not apply to some municipalities, such as "home rule" cities with populations of 25,000 or more, and voters can decide to raise their taxes above the 5-percent limit.

Capital projects

No community college capital projects were approved for FY 1992. Only $3.6 million in repair and renovation grants for community colleges were recommended by the Governor and approved by the General Assembly.

Open Meetings Act

The only open-meetings legislation to survive the 1991 session was the ICCTA-supported **Senate Bill 89**, which allows meetings of all public bodies discussing the acquisition or disposition of real estate to be held in closed session. Dropped were provisions requiring the tape-recording of closed meetings and imposing civil fines for violations.

Out-of-district tuition waivers

Also sent to the Governor was **House Bill 1024**, which permits a district to charge in-district tuition to certain out-of-district students employed in the district for at least 35 hours per week. The bill also allows community colleges to access the State Comptroller's office to collect bad debts under the provisions of the Bad Debt Act.

Trustee terms and vacancies

SB 433 clarifies Illinois law concerning:

1) community college trustee terms, which are defined as running from canvass to canvass; and

2) trustee vacancies, which are to be filled until the next regularly scheduled non-partisan election -- unless the appointment is made within four months of that election. In such a case, the appointee serves through the election until the following election two years later, at which time the seat is up for the balance of the term. Gov. Jim Edgar is expected to sign SB 433 into law.

SURS study

Senate Resolution 233 was adopted by unanimous voice vote, requiring the State Universities Retirement System to study and make recommendations for early retirement options. SURS has commenced the study.

Nursing board

HB 1983 adds two baccalaureate nurses to the state nursing committee, thus reducing the associate-degree share of representation. Trustees and presidents should write Gov. Edgar and ask him to clarify the language of HB 1983 to preserve ADN representation.

Other bills now before the Governor

Audit tax: HB 908 clarifies existing law that permits community colleges to levy a tax to pay for annual audits.

SURS: HB 1620 allows colleges to place part-time employees under SURS.

Labor: HB 177 allows damages for frivolous suits and offers a very restrictive definition of "short-term employee."

The Illinois General Assembly will return to Springfield on Oct. 9 for the fall veto session. For updated information on these or other bills of interest to community colleges, call ICCTA director of government relations Michael Monaghan at 217/528-2858.

ICCTA readies *Voting Record*

Want to know how your district's legislators voted on the issues affecting Illinois community colleges? Then watch for the ICCTA's 1991 *Legislative Voting Record*, due in your mailbox by Sept. 5.

Illinois shines at ACCT's Central Regional Seminar

What do you do when you throw a birthday party and *EVERYONE* shows up?

That's what happened on June 27-29 as 500-plus Midwestern trustees joined the Illinois Community College Trustees Association at its 20th anniversary convention in Chicago. Adding to the spectacular turnout was the Association of Community College Trustees' Central Region Seminar held the same weekend -- the first time that an ACCT regional seminar had been combined with a statewide trustees conference.

The festivities opened with a special birthday present from Chicago Mayor Richard Daley, who proclaimed Thursday, June 27, as Illinois Community College Trustees Association Day in the Windy City.

Illinois' strong presence continued throughout the three-day event as Elgin Community College's John Duffy was named Trustee of the Year in ACCT's Central Region. An expert on community college issues at the national level, Duffy is a past chair of the ACCT/American Association of Community and Junior Colleges' Joint Commission on Federal Relations. He currently heads the ICCTA's Federal Relations Committee.

Convention-goers also honored the Illinois system's outstanding faculty and graduates at a standing-room-only awards banquet on Friday (see Alumni Award photos on page 6).

Chicago real estate entrepreneur Dempsey Travis told of his successful struggle against discrimination and illiteracy during Saturday's luncheon.

John Duffy (center) receives his Regional Trustee of the Year award from Association of Community College Trustees president Nancy Rosasco and ACCT Central Region chair Dr. Jerry Lacey.

Job-training counselor Eldon L. Rohlfing received the ICCTA Pacesetter Award, which is given to an Illinois community college alumnus who graduated within the past five years. For the second year in a row, the Distinguished Alumnus Award was shared by two illustrious alums: Berwyn city treasurer Mary H. Karasek and educator Dr. William H. Matchett. City Colleges of Chicago graduate Gwendolyn Brooks, the recipient of a special ICCTA Meritorious Service Award, dazzled the audience by reciting from memory several selections of her Pulitzer-Prize winning poetry.

The banquet also featured Patricia J. Kinney, winner of ICCTA's statewide 20th anniversary essay contest, who received a plaque and a full-tuition scholarship for fall 1991 (see page 7).

Illinois' "third-decade" trustees and presidents -- who have served their colleges for 20 or more years -- were saluted during the annual ICCTA Board of Representatives meeting on Saturday. In addition, former trustee Robert Dintelmann and retired president Dr. Leon "Bud" Perley received Certificates of Merit for their contributions to

ICCTA and the statewide system. Former Trustees Association president Judith Madonia, now a member of the Illinois Community College Board, became the ICCTA's 50th Honorary Member (see photos below).

New to both ACCT and ICCTA this year was the popular *Taste of Illinois Community Colleges* exhibit hall, which attracted two dozen displays and hundreds of admiring spectators. Among the most popular (or unusual) exhibits: Kankakee Community College's community college trivia game, the College of DuPage's international food samples, Lewis and Clark Community College's computerized photography, William Rainey Harper College's cholesterol screening, and Joliet Junior College's free marigolds.

But the weekend wasn't all fun and games. The combined conference lived up to its advance billing as a major professional development activity for community college trustees.

Participants could choose from among two dozen workshops and roundtable sessions for information and ideas on ways that boards are coping with the challenges facing community colleges in the 1990s. Some of the issues covered: presidential ethics, tax abatement, faculty development, and media relations.

Dr. Judith Eaton's keynote address provoked much discussion on the role of trustees in improving community college transfer rates (see page 8 for a transcript of her presentation).

Last year's Distinguished Alumnus Award winner Dempsey Travis attended the 1991 ICCTA convention as Saturday luncheon's featured speaker. Drawing on his personal experiences as an African-American in a white-dominated society, he exhorted trustees to take the lead in promoting cultural diversity on campus.

Lastly, Illinois trustees also conducted some ICCTA business with the election of association officers for the 1991-92 year.

William Rainey Harper College trustee Barbara Barton of Palatine assumed the presidential gavel from Prairie State College trustee Dr. James H. Griffith of Homewood. Elected vice president was Jeanne Blackman of Springfield, a Lincoln Land Community College trustee who will serve as ICCTA president in 1992-93.

Belleville Area College's Kay Bennett of Belleville was named to the post of ICCTA secretary, while Oakton Community College trustee Ralph Goren of Wilmette was elected association treasurer.

Certificates of Merit

Robert Dintelmann
Former trustee
Belleville Area College

Dr. Leon "Bud" Perley
Former chief administrative officer
Heartland Community College

Honorary Membership

Judith Madonia
Illinois Community College Board/Former ICCTA president
Lincoln Land Community College

ICCTA's outstanding alumni -- Class of 1991

Meritorious Service Award

Gwendolyn Brooks
Poet Laureate of Illinois
Wilson Junior College Class of 1936
(now Kennedy-King College)

'Conduct your blooming in the noise and whip of the whirlwind.' -- from *In the Mecca*

Pacesetter Award

Eldon L. Rohlfing
Training coordinator
Lincoln Land Community College
Lincoln Land Class of 1988

'I am proud to be a part of all of this and feel that I have come 'full circle.' I now counsel, test and schedule retraining for JTPA clients just as uncertain and lost as I was when I entered Lincoln Land Community College.'

Distinguished Alumnus Award

Mary H. Karasek
Civic volunteer/Treasurer, Berwyn, IL
Morton College Class of 1944

'In those days, attending Morton Junior College was a lifestyle. There was always something happening and something else being planned. It was a time when people made time to be involved.'

Dr. William H. Matchett
Dean of the graduate school
New Mexico State University
Elgin Community College Class of 1951

'My career has been influenced dramatically by my early experiences and training at Elgin Community College. I shall never forget the experiences there and the doors that were opened for me.'

In honor of its 20th anniversary, the ICCTA invited community college students throughout the state to submit essays on **How Local Governance Benefits My Community College.** *Judges provided by the Illinois Community College Faculty Association carefully reviewed each entry and selected one statewide recipient of a fall 1991 tuition scholarship. This student was also recognized during ICCTA's annual awards banquet on June 28. Her winning essay is reprinted below:*

How Local Governance Benefits My Community College

By Patricia J. Kinney
Danville Area Community College

Patricia J. Kinney

A community college is more than an institution of higher learning. To fulfill its responsibility to the community, it is imperative for the community college to identify specific needs, formulate a plan of action, and initiate that plan. Through the insight and leadership of our locally elected board of trustees, Danville Area Community College has targeted major areas of concern and has successfully developed working agencies to fulfill community needs.

The Danville Area Economic Development Corporation was established as a direct result of board action regarding the problem of a declining economic base. The EDC is a successful permanent agency that actively pursues new businesses as it works on expansion of established firms. To address specific needs of local business and industry, the board initiated three new programs.

The Labor-Management Council was formed by the DACC board with funds obtained from a federal grant. Danville has a large union representation which historically has been perceived as adversarial to management. The Council works with local firms to establish ongoing communication between labor and management, to encourage systematic problem-solving, and to improve labor relations, which creates a good business environment.

Secondly, DACC was selected to be both the federal grant recipient and the administrative agency for Job Training Partnership. Through this program, unemployed local residents and youth can receive basic, refresher or vocational skills from DACC coupled with on-the-job training for guaranteed entry into the labor force. Local firms benefit by having qualified applicants available and by receiving certain monetary reimbursements and federal tax credits.

The DACC Business and Economic Institute is a third program which responds to specifications of local firms and citizens who desire programs designed to refresh or train them for new work skills. For example, the GM Plant on-site classroom is an outgrowth of the Institute's solution to ongoing training needs. Workshops for the general public lend expertise in areas of small business management techniques and specialized skills.

The board is in the formulation process of Workforce 2000, which is an outgrowth of the growing concerns expressed by local leaders in business, industry and education. They feel that a high school education alone will not prepare youth for entry into the workforce due to the computerized, high-tech advancements of business and industry. The Workforce 2000 committee is working with all concerned to develop a plan which will begin in lower-level education to develop necessary critical thinking and manual skills. DACC will also develop a continuing course regimen that will prepare our youth for entry into the workforce.

Illinois is a very diverse state with differing interests in suburban, metropolitan and rural areas. For this reason, a "community college" must be exactly that: a college that responds to the needs of its individual community through local citizens' input to the elected Board of Trustees. Danville Area Community College has definitely benefitted from many successes due to the hard work and diligence of a local board, which continues to work for the progress and betterment of the economic climate and the best opportunities for local citizens.

Transfer and trustees: What do we need to know? What do we need to do?

By Dr. Judith S. Eaton
Vice president and director
National Center for Academic Achievement and Transfer
American Council on Education

Today I want: 1) to describe the national interest in the transfer function and why it is important now; and 2) to examine the role of a community college trustee in relation to transfer as not only an important national issue, but a state and local issue as well.

There is a good deal of interest, in the early 1990s, in increasing transfer activity among collegiate institutions. This has two dimensions:

* A belief that larger numbers of students starting out in community colleges should go to four-year institutions;

* More of these students should complete a baccalaureate.

Around this simple proposition has grown up a considerable amount of activity.

First, there is a great deal of talk about transfer. In the community college world, we hear everything from "community colleges do a poor job with transfer" to "there are no problems with transfer." We are debating transfer definition. We have conflicting views of community college mission and whether we should be stressing transfer at all. We feel unfairly criticized by the press and by four-year schools. Some people are threatened by the transfer discussion and emphasis.

There is a great deal of talk about transfer. In the community college world, we hear everything from 'community colleges do a poor job with transfer' to 'there are no problems with transfer.'

Next, there is some action about transfer. Three areas are especially important: research, projects and government.

Research

There are a growing number of studies of transfer activity at the national level. These studies involve investigation of two federal databases, *High School and Beyond* (an ongoing longitudinal study of 1980 high school students) and *National Longitudinal Study of the High School Graduating Class of 1972*.

The National Center for Academic Achievement and Transfer at the American Council on Education has undertaken studies of academic tasks and transfer, curriculum and transfer, transfer and the baccalaureate. It is also anticipating a study of "early" or pre-degree transfer.

The Ford Foundation-funded Transfer Assembly, under the leadership of Arthur Cohen and Florence Brawer, has looked at transfer rates in 114 community colleges, and the National Effective Transfer Consortium has studied transfer in 28 of these institutions.

At the state level, there is some data collection, but limited analysis of these data to determine the results of transfer efforts. At the institutional level, there is some attention to longitudinal tracking of student cohorts to determine the extent of transfer activity.

Projects

National projects are focused on institutional change and modification of campus-based practices in relation to transfer. The National Center for Academic Achievement and Transfer is the largest project. The Mellon Foundation and AT & T have also supported transfer projects.

At the state level, Transfer Centers have been established, articulation agreements are being reviewed, and, generally, there is an interest in strengthening inter-institutional relationships.

At the institutional level, there is some revising of transfer materials, looking at support services, and computerizing transfer-related information exchange.

At all levels, we are seeing expansion of traditional transfer support efforts and growing investment in the faculty role in transfer: framing the transfer challenge in terms of curriculum content and expectations of student performance.

Government

At the national level, there is limited activity of major significance. The U.S. Departments of Education and Energy have paid some attention to transfer. Transfer is not the object of special attention in Higher Education Reauthorization Act efforts. Transfer is of some concern to the National Governors' Association and its National Education Goals Panel.

The interest in increasing transfer activity is resulting in a great deal of discussion, some activity, and limited governmental financial commitment. To date, we do not know the likely results of these efforts.

At the state level, there is increased demand for more and better information about transfer. At the same time, additional funding for transfer is not forthcoming. Interest in articulation agreements remains high.

In summary, the interest in increasing transfer activity is resulting in a great deal of discussion, some activity, and limited governmental financial commitment. To date, we do not know the likely result of these efforts.

Role of the trustee

If I were a trustee . . . in the 1990s . . . dealing with the transfer issue, four efforts would be important to me:

* Becoming better informed about transfer for my institution/system;

* Developing a policy role for the individual trustee in determining the importance of transfer for my institution. This would involve attention to an institutional decision about whether or not to further emphasize transfer;

* Determining how to support any institutional practices developed to assist with transfer and helping with an "institutional transfer agenda."

* Outside the institution, fighting to meet my institution's transfer financial and advocacy needs.

Trustees becoming informed: How?

Request an institutional transfer profile:

* How many students transfer each year?

* Under what conditions?

* What are my institution's transfer trends: Is transfer activity increasing, decreasing? Why?

* How is transfer managed?

* What is the relationship between the curriculum and transfer?

* What are institutional attitudes toward transfer?

Guard against:

* Administrative affirmation of transfer success with no confirming evidence;

* Assuming that all this national concern about transfer does not relate to my institution;

* Taking transfer for granted.

Trustees working with policy to determine institutional importance of transfer: How?

At the very least, seek a Board Transfer Study Session -- perhaps several. During these sessions, examine:

* Any institutional decision on the relative importance of transfer;

continued on next page

Transfer

continued from previous page

* Any increased commitment to transfer that would affect the entire institution (transfer involves a complicated set of activities);

* The impact of additional emphasis on transfer on institutional mission and the community;

* Whether transfer is carefully included in strategic planning efforts;

* Whether any institutional mission or planning commitment to transfer includes the evaluation of transfer effectiveness.

Trustees supporting institutional practices: How?

* Do not interfere with day-to-day carrying out of transfer activities (after policy determination).

* Do provide support to a president for his/her institutional transfer agenda at board meetings, with faculty, with community.

* Do respond positively to budget and staffing needs that are a legitimate part of the transfer effort.

Trustees fighting externally to meet institution's transfer needs: How?

* In the community, pressure can be brought to bear on four-year schools for increased cooperation about transfer.

* With state legislature, local funding sources, private foundations, lobbying for financial support for transfer is essential.

* At the national level, influencing associations to press Congress for transfer funding and to obtain foundation funding for transfer is valuable.

These are some of the ways in which trustees can be informed about transfer, make policy decisions about transfer, support institutional transfer practices, and build financial support for transfer.

A final note . . .

There are many important issues facing community colleges: ensuring adequate funding; dealing with pending faculty shortages; the need for leadership development. But even among these, transfer is especially important. I urge that you give very serious attention to transfer.

Transfer legitimizes access; it makes access even more meaningful. Transfer ensures the community college is a genuine collegiate institution. Transfer makes us truly "democracy's colleges." The fundamental purpose of transfer is educational mobility and, therefore, social and economic mobility and success for our students. Millions of students rely on our transfer commitment.

Transfer legitimizes access; it makes access even more meaningful. Transfer ensures the community college is a genuine collegiate institution. Transfer makes us truly 'democracy's colleges.'

Please be concerned, very concerned about it.

Presented on June 28, 1991, during the Association of Community College Trustees' Central Region Seminar in Chicago.

Do you have a 'transfer agenda'?

Judith Eaton cites four ways for trustees to deal with transfer issues: stay informed; set policy that outlines transfer's importance to your college; support your institution's transfer practices; and advocate increased funding and emphasis on transfer.

What steps have you or your board taken to carry out these steps? Share your college's "transfer agenda" with the *Illinois Trustee*, 509 S. Sixth, Suite 426, Springfield, IL 62701.

The Legal Corner * The Legal Corner * The Legal Corner

This column is sponsored by the Illinois Community College Attorneys Association. Comments may be sent to ICCAA chair Allen D. Schwartz, c/o Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., 29 S. LaSalle St., Suite 860, Chicago, IL 60603.

Allen D. Schwartz

PLEASE NOTE: This column is not to be construed as legal advice; please consult your board attorney on specific legal matters.

A matter of honor codes

ISSUE: May a student who reports a breach of an Honor Code be sued for defamation?

FACTS: The college had an Honor Code requiring students to report dishonesty by other students. Failure to report a violation is a breach of the Honor Code. Defendant believed that the plaintiff used a printed aid during an examination and reported him to the Honor Committee. After a hearing, the Honor Committee held against plaintiff, and he was suspended. He sued defendant for defamation.

The court dismissed the case, ruling that the defendant's conduct in reporting the Honor Code violation was conditionally privileged because:

1) the defendant had an interest in the matter by virtue of her duty under the Code;

2) she reasonably believed the facts existed; and

3) she shared the facts with others (Honor Committee) who also had a common interest.

LESSON: An Honor Code places a duty on students. If that duty is carried out, there need be little concern for a defamation charge. Vargo v. Hunt, 581 A.2d 625 (Pa.Super. 1990).

Can you restrict auditorium usage?

ISSUE: Can you impose controls on the use of your auditorium or fine arts building?

FACTS: *Hail Mary* is Jean-Luc Godard's movie depicting the birth of Jesus Christ in a contemporary setting. It was scheduled to be shown in a theater owned and operated by the University of Nebraska and housed within the Sheldon Memorial Art Gallery. The Gallery operates independently of the university's academic programs. The operating expenses of the theater are paid with admission fees, university funds, and donations.

After the theater director scheduled a showing of *Hail Mary*, he received protest calls from a state senator, who suggested that the university funds supporting the Gallery (which had been previously cut by the legislature) could again be affected. Other persons also protested. Without consulting university personnel, the Gallery director told the theater director to cancel the film. A citizen then sued the university, claiming deprivation of his constitutional right to see the film.

The court held against the college, relying upon Board of Educ. Island Trees Union Free School District, 457 U.S. 853 (1982) -- which dealt with the removal of books from a school library -- that the Constitution was violated when students are denied access to ideas.

Finding that *Hail Mary* was cancelled because of a potential reiigious controversy in the uncertain context of the legislative dispute over continuing funding of the theater, the court held that this was an insufficient reason for interfering with the right to receive information, and that there is less justification for a suppression of ideas in a college setting than in a public school at the high school or elementary level. It also found that there was no interference with any academic functions, because the film was not part of the college's academic program.

LESSON: Enact a policy dealing with your auditorium or fine arts center. Define the terms upon which it can be rented, and to whom. Don't wait until controversy develops about the "wrong" films or art being shown or the "wrong" groups using the premises -- be ready! Brown v. Board of Regents, 640 F. Supp. 674 ((DC. Neb. 1986).

Funding

continued from page 1

budget request presented to the ICCB in October.

The committee met initially on July 16 to review the historical development of the funding plan and to discuss the current plan in detail. At that time, subcommittees were appointed to examine funding mechanisms for the three major state grants to community colleges:

* Credit hour funding (general operating funds provided to each college based on the number of credit hours generated in a fiscal year);

* Equalization funding (grants provided to address differences in colleges' local property tax wealth); and

* Restricted funding (grants provided for specific purposes, such as purchase of technologically advanced equipment, economic development activities, programs and services for special populations, and partial subsidy of retirees' health insurance costs).

The membership of the Funding Plan Review Committee is comprised of 28 representatives of the system's various constituent organizations:

Illinois Council of Community College Administrators
Jim Gray (McHenry County College)
Gayle Saunders (Elgin Community College)
David Whitaker (Prairie State College)

Illinois Community College Chief Financial Officers
Bruce Aldrich (South Suburban College)
Ronald Appuhn (Sauk Valley Community College)
Vernon Manke (William Rainey Harper College)

Illinois Community College Faculty Association
Chuck Beetz (Parkland College)
Jayne Booth (Black Hawk College)
Leo Welch (Belleville Area College)

Illinois Community College Trustees Association
Peter Bakas (William Rainey Harper College)
Ralph Goren (Oakton Community College)
Dr. D. Wayne Green (Carl Sandburg College)
Dr. James Griffith (Prairie State College)
Sharon Sullivan (Heartland Community College)
James Zerkle (Lincoln Land Community College)

Illinois Council of Public Community College Presidents
Dr. Harry Abell (Southeastern Illinois College)
Dr. Harry Braun (Danville Area Community College)
Dr. Richard Fonte (South Suburban College)
Dr. Larry Huffman (Kankakee Community College)
Dr. H.D. McAninch (College of DuPage)
Dr. Alfred Wisgoski (Illinois Valley Community College)

ICCB Student Advisory Committee
Jim Wilkerson (John A. Logan College)

ICCB At-Large Appointments
Melissa Hopp (Lincoln Land Community College)
Jane Johnson (Richland Community College)
Gary Lonquist (City Colleges of Chicago)
Nadja Papillon (City Colleges of Chicago)
Dr. Robert Rogers (City Colleges of Chicago)
John Shelby (Lewis and Clark Community College)

Minority enrollment up in 1990

The number of minority students in Illinois colleges and universities rose in 1990, reversing almost a decade of declining black enrollment, concludes a recent Illinois Board of Higher Education report. Yet minority enrollment still remains low compared to the 1980s, especially in graduate and professional degree programs.

An especially positive sign occurred in the community college sector, where most of Illinois' minority students are enrolled. In 1990, black enrollment in community college undergraduate programs grew by 12 percent, while Hispanic enrollment in such programs rose by 20 percent.

Minority enrollment in Illinois community colleges

Year	Black	Hispanic
1980	55,718	18,459
1989	47,382	32,536
1990	50,687	32,763

Adding a local focus to your purchasing policies

The impact of your community college on your district's economy can be tremendous -- especially if your school strives to purchase goods and services from in-district businesses. Colleges that aggressively seek bids from area merchants not only boost the local economic climate but promote goodwill and cooperation with businesses throughout the community.

The College of Eastern Utah has developed several guidelines for other schools to follow when incorporating a local focus in their purchasing policies:

1. Provide information and training about your college's purchasing procedures through ongoing communication with local vendors and their professional organizations.

2. Offer current and potential vendors one-on-one assistance with bidding procedures.

3. Provide information about what products or services your college intends to buy through your small business/economic development center newsletter.

4. Participate in area merchants' surveys to determine the attitudes of college employees about buying local goods and services. These surveys could be co-sponsored by your small business center and distributed on campus.

5. Use newspaper ads to contact suppliers and services, then establish new vendor lists that: A) determine what goods the vendors can provide, and B) define categories of goods routinely purchased by your college.

6. Provide contract information through your college's procurement assistance center.

7. Respond to individual questions about specific bid requests through your college's purchasing agent.

8. Respond to requests for presentations by organizations that represent local vendors.

9. Stress to your employees the importance of buying from local vendors and encourage them to review local vendors' products and services.

Don't Miss This Outstanding Professional Development Opportunity!

ACCT
Annual Convention
October 16-19, 1991

Mississippi Gulf Coast Convention Center

FEATURING:
- NATIONALLY-KNOWN SPEAKERS
- 6 HALF-DAY ACADEMIES
- 25 CONCURRENT SESSIONS
- COLLEGE TOURS
- SPECIAL ACTIVITIES FOR GUESTS
- INFORMAL AND RELAXING ATMOSPHERE
- REASONABLE COSTS

Hosted by Mississippi's 15 Community and Junior Colleges.

For further information, contact:

Association of Community College Trustees
(202) 775-4667

ICCTA is 21

continued from page 2

the Council of Presidents on its offer of increased cooperation with ICCTA. We also plan to begin taking our trustee seminars on the road beginning in March. Our hope is to reach over 100 board members with each seminar and to put trustees and presidents in touch with experts they can use to solve institutional and systemwide problems.

Like individuals, organizations go through stages of life. In my judgment, ICCTA is about to enter an exciting new era -- an age of empowerment much like we all experienced in our 20s. In the past, two score trustees provided the energy for our Association. Now we have reached a point where everyone is needed to play a part in the work of ICCTA. In return for your help, we promise to make trusteeship more rewarding for you. That is our offer and promise.

Will you say "yes" to your Association when we call upon you?

Names in the news

Two new faces

The summer has brought two new trustees into the Illinois community college system:

* **Dr. Robert Mejia, Jr.**, of Aledo has filled a vacancy on the Black Hawk College Board of Trustees. A chiropractor, Mejia is a Black Hawk graduate and former president of its Quad-Cities Campus Alumni Association.

* **Barbara Newberg** of Joliet has become the newest member of the Joliet Junior College Board of Trustees. Employed as a planner for the city of Joliet, she also serves as secretary of the local Historic Preservation Commission.

Both Mejia and Newberg's terms will expire following this fall's trustee elections.

A woman of achievement

It's been a busy month for Lincoln Land Community College trustee **Jeanne Blackman**. In addition to winning election as vice president of the Trustees Association, she recently received a Charlotte Danstrom Women of Achievement Award from the Capitol City Area chapter of Women in Management. Aside from her trustee duties, Blackman is director of legislative affairs and public information with the Illinois Guardianship and Advocacy Commission.

Experience pays off

Gov. Jim Edgar has appointed attorney **John Brewster** of Herrin to the Southern Illinois University Board of Trustees. Brewster is no stranger to education, though; he previously served as a trustee at neighboring John A. Logan College.

Success leads to *I Will*

College of DuPage trustee **Ronald E. Keener** of Winfield is the 1991 recipient of the "I Will" award from the Chicago Society of Association Executives. Keener, who is vice president of communication for the nationwide Healthcare Financial Management Association, was saluted for his outstanding service and accomplishments in the association management industry.

Ronald E. Keener

A COD trustee since 1985, Keener chaired the ICCTA Public Relations Committee from 1987 to 1989 and served as Trustees Association treasurer from 1989 to 1991.

ICCTA names committee chairs

Much of the work of the Trustees Association is accomplished through committees composed of local board members. The committees study issues and plan activities to promote the college system and help ICCTA achieve its three-fold mission of legislative advocacy, public relations, and trustee growth.

Trustees serving as chairs for ICCTA's 1991-92 committees include:

* **Federal Relations Committee -- John Duffy** (Elgin Community College)

* **Finance Committee -- Ralph Goren** (Oakton Community College)

* **Minority Affairs Committee -- Dennis Miner** (Lincoln Land Community College)

* **Public Relations Committee -- Ellen Roberts** (Elgin Community College)

* **State Relations Committee -- Steve Haugh** (McHenry County College).

Names in the news

A vote of confidence

The Illinois Community College Board has re-elected **Robert Sechler** as its 1991-92 vice chair. Sechler has served on the ICCB since 1982 and was a founding trustee of Rock Valley College in 1964.

Student input

Congrats are also in store for ICCB's new student member, **Myra Lea Poston** of Granite City. A student at Belleville Area College, Poston is pursuing an associate of arts in political science with a minor in data processing. In addition, she completed a teaching assistant in education program at Shawnee Community College in 1977.

Presidents elect a president

The Illinois Council of Public Community College Presidents has also elected officers for 1991-92:

* **President -- Dr. Daniel J. LaVista** (College of Lake County)

* **Vice president -- Dr. Herbert C. Lyon** (Black Hawk College)

* **Secretary/treasurer -- Dr. Paul N. Thompson** (William Rainey Harper College).

Prairie State finds a president

. . . in Virginia educator **Dr. E. Timothy Lightfield**. Currently executive vice president and dean of J. Sargeant Reynolds Community College in Richmond, Va., he will succeed Prairie State's retiring president **Dr. W. Harold Garner** on Aug. 15.

Lightfield's professional background includes 20 years of administrative and teaching experience at community colleges in Florida, Georgia and New Jersey. He has also served as a consultant on marketing, student retention, staff development, and research and planning.

Originally from Chicago, Lightfield earned a master's degree in sociology from the University of North Carolina and his doctorate in higher education management from Florida State University. He received the Outstanding Leadership and Service Award from the Council on Instructional Affairs for Florida Community Colleges.

While Carl Sandburg loses one

. . . as **Dr. Jack Fuller** resigns to accept the presidency of the private, upper-division/graduate University of Central Texas in Killeen, Texas. Fuller began his tenure as Carl Sandburg's third president in September 1983. Previously he served as president of the downtown campus of Pima College in Tucson, Ariz.

Filling in as interim president will be **Dr. Donald Crist**, CSC's vice president of academic services. Crist had served as the first director of the college's Center for Agriculture, Business and Industry before becoming Carl Sandburg's chief academic officer in 1986.

Saluting a senator

State Sen. **Ralph Dunn** of DuQuoin recently received a Meritorious Service Award from the Illinois Community College Trustees Association for his commitment to education and the community college movement. Presenting the honor on behalf of ICCTA are (from left) **William Batteau**, chair of the John A. Logan College Board of Trustees; **Dr. Ray Hancock**, Logan president; **Michael Monaghan**, ICCTA director of government relations; **Joe Neely**, chair of the ICCTA Southeast Region and a Shawnee Community College trustee; **Dr. Jon Astroth**, former president of Rend Lake College; **Dr. Jack Hill**, Shawnee president; and **Kirby Browning**, chair of the Rend Lake College Board of Trustees.

ICCTA presents seminar on *Dealing with Differences*

How does one trustee, with a limited range of experiences, deal with the variety of cultures and lifestyles that are present on today's college campuses?

Is it unusual to feel uncomfortable when we relate to people unlike ourselves? What, if anything, can be done to increase our ability to deal successfully with people who seem different from us? What biases do we have? How can we best deal with them? What does it take to create a college where people of all cultures can feel comfortable but yet challenged to succeed academically? How many concessions can a good college make to cultures that do not value individual effort and passive learning?

Participants in the Trustees Association's Friday, Sept. 13 seminar on *Dealing with Differences: A Multicultural Perspective* will explore these issues and develop ways to:

* Increase their sense of self in a diverse world;

* Define terminology related to cultural diversity;

* Discuss the importance of recognizing diversity;

* Determine to what extent their college represents a multicultural environment;

* Create their own individual action plan for recognizing and promoting diversity; and

* Review and expand on tips for working with culturally different people.

Facilitating the seminar at Peoria's Pere Marquette Hotel is Leroy A. Jordan, assistant vice president for academic affairs at Sangamon State University. A professional educator for 27 years, Jordan has served as a consultant with a number of Midwestern schools and school districts and has conducted cultural diversity workshops for both public school and university faculty. In addition, he served two terms as member and president of the Springfield Board of Education.

The seminar fee is $50 and includes resource materials. To register, call ICCTA at 217/528-2858 (or FAX your registration at 217/528-8662). Hotel accommodations must be made directly with the Pere Marquette. To receive the special room rate of $64 for single/double occupancy, call the hotel at 309/637-6500 **BEFORE** Aug. 22.

It's new: Saturday roundtables

While many trustees take time during ICCTA meeting weekends to chat informally with their peers, some feel that a formal "idea exchange" might be more worthwhile. This format will be introduced at the Sept. 14 Board of Representatives meeting in Peoria.

For an hour before each ICCTA meeting, an ICCTA board representative will facilitate discussion on a timely issue or article. Sept. 14's topic is *What Items Should Be Considered in Filling a Board Vacancy?* with Oakton Community College board chair Ray Hartstein.

An optional continental breakfast will be available; colleges will be billed afterward. To sign up, call ICCTA at 217/528-2858.

ILLINOIS TRUSTEE

Illinois Community College Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

FIRST CLASS MAIL
U.S. POSTAGE
PAID
Springfield, Illinois
Permit No. 567

First Class Mail

ILLINOIS TRUSTEE

Vol. XXII, No. 2 Illinois Community College Trustees Association September/October 1991

Building a systematic approach to government relations

Promoting awareness of a community college among local legislators is a necessary task, but one that is not necessarily easy. Most schools are continually searching for creative and effective ways to bring lawmakers on campus and keep them informed about important community college issues.

The following is a checklist your college might want to use to evaluate your institution's approach to government relations:

Getting organized

A. The board

1. What instructions has the board given the president in the area of government relations?

a. What does the board expect?

b. What will the board (as a whole) contribute?

c. What will individual members of the board be responsible for?

d. Does the board expect the president to function across party lines?

2. Does the president report to the board regularly on the results of the college's government relations program?

B. The college administration

1. What is the president's role vis a vis other college staff members?

2. What will staff contribute?

a. PR officer?

b. Government relations officer?

c. Development officer?

d. Other members of the president's cabinet?

A plan for action

A. Using ICCTA, ICCB and IBHE

1. Who will keep the Illinois Community College Trustees Association, the Illinois Community College Board, and the Illinois Board of Higher Education informed of college concerns?

2. Who will call ICCTA, ICCB and IBHE with information gleaned through college/legislator contacts and communication?

3. Who will edit and disseminate information received from ICCTA, ICCB and IBHE?

4. Who will be responsible for making contacts when they arise?

B. Government relations tasks (to be assigned to some specific person at the college)

1. Keep an up-to-date list of key government officials, from township and municipal to federal levels. The list should contain names (noting preferences of title and first/nickname), information on spouses/significant others, staff persons, addresses and phone numbers.

2. Put the names of government officials who are significant to the college on appropriate college mailing

continued on page 3

Inside the *Trustee*

A new column features legislators' views on community colleges. . . p. 4

When is the best time for a tax referendum?. . . . .p. 8

The strange case of Northland College . . . . p. 10

Relating to legislative relations

By Barbara Barton
ICCTA President
Chair, William Rainey Harper College Board of Trustees

You've probably noticed that the common thread weaving throughout this issue of the *Illinois Trustee* is legislative relations.

That's only appropriate since the Trustees Association's three-fold mission encompasses advocacy as well as public relations and trustee growth. But it's also intentional, since we're entering an age of austerity and accountability where we need to take credit for the incredible success and cost-effectiveness of our schools.

You and I know that community colleges are the most flexible of all higher education institutions. We know that we are successfully fulfilling our mission to meet the ever-changing needs of our students and communities. But many of our state and federal lawmakers *don't* know that -- and as more and more is asked of our schools, we need to show that what we give is much greater than what we receive.

Our college presidents already do a good job of telling public officials how we're doing more with less. In addition, many trustees interact with politicians as friends, neighbors or business associates. But we must do more, and more often -- not just during our lobby days in Springfield and Washington, D.C.

Invite your legislators on campus; they want to see how we're efficiently spending taxpayers' money. Ask them to be guest speakers; they enjoy the recognition and press. Tell them "thank you" for their support and confidence; they like hearing good things, and we have many good things to tell.

Show your legislators what we're doing, and get them involved with it. Help them to see our value, and they'll help us accomplish even more.

More suggestions for legislative advocacy are listed on pages 1 and 3. If your school has developed other innovative strategies for governmental relations, please share them with me or the Trustees Association staff. The more we tell our story, the more it will be heard.

ILLINOIS TRUSTEE

The Illinois Trustee is the official publication of the Illinois Community College Trustees Association. It is distributed bi-monthly to all trustees, chancellors and presidents, and to other persons interested in the public community colleges of Illinois.

Illinois Community College Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

ICCTA STAFF
Dr. Gary W. Davis, Executive Director
Michael Monaghan, Director of Government Relations
Donna Grove, Executive Assistant
Kim Villanueva, Public Information Officer
Sherrie Kimble, Office Assistant
Robert B. Maher, Counsel for Legislation

1991-92 OFFICERS
President
Barbara Barton
William Rainey Harper College

Vice President
Jeanne Blackman
Lincoln Land Community College

Secretary
Kay Bennett
Belleville Area College

Treasurer
Ralph Goren
Oakton Community College

1990-91 REGIONAL CHAIRPERSONS
Chicago Region
Dr. Nelvia Brady
City Colleges of Chicago

East Central Region
Nancy Bates
Danville Area Community College

North Suburban Region
Steve Haugh
McHenry County College

Northwest Region
Richard Groharing
Sauk Valley Community College

South Suburban Region
Michael Monteleone
Prairie State College

Southeast Region
William Batteau
John A. Logan College

Southwest Region
Chris Ringhausen
Lewis and Clark Community College

West Central Region
Renee Long
Black Hawk College

West Suburban Region
Ellen Roberts
Elgin Community College

Checklist

continued from page 1

lists so officials are informed of college happenings.

3. Orient political candidates and newly elected officials on the college.

4. Brief senior officials at least annually on college plans.

5. Supply lawmakers with college cards or brochures.

6. Send tapes of outstanding faculty lectures to lawmakers with a note expressing your appreciation for the General Assembly's support of the college, and the wish that the audio tape might help make the drive to Springfield a little less tedious.

7. Invite legislators to use your college facilities for town meetings.

8. Ask the president, administrators and friends of the college to attend political functions in the district.

9. Provide lawmakers with ZIP-coded mailing lists of students so they can see how your college serves their constituents.

10. Give lawmakers data regularly showing the impact that their programs (such as Pell Grants) have on students at your college.

New Trustees Orientation/
Coping with Reduced Resources

Jan. 17, 1992
Ramada Renaissance Hotel
Springfield, IL

Call ICCTA for more information
217/528-2858

11. Never hold a public event on campus without inviting your local public officials.

12. Give local public officials proper credit for the college's good fortunes, e.g. state funding for a building, passage of a referendum, accreditation of a new program, etc.

Find some time to listen to government officials about their hopes for the college. Rather than trying to persuade the officials all the time, make an effort to learn their beliefs and prejudices.

13. Don't ask legislators to do the impossible for you. Instead ask, "How might we work together to get this done?"

14. Don't worry if all your legislators don't support you in each of your goals and plans. You don't need unanimous support.

15. When the time comes to hand out kudos, hand the biggest and the first to officials who were genuinely helpful. But don't forget to recognize everyone. Next time, the weaker officials might be of more help.

16. Don't ever give up on an unresponsive legislator. In politics, even the dead can live again. Don't burn bridges.

17. Find some time to listen to government officials about their hopes for the college. Rather than trying to persuade the officials all the time, make an effort to learn their beliefs and prejudices.

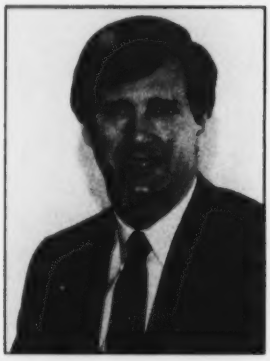
18. Pass board resolutions on subjects important to the college. Deliver the signed resolution to the lawmakers' offices in person, if possible.

19. Be willing to challenge the constitutionality of new laws or rules that adversely affect the college. Here is an area where the board can spend public funds to affect state or federal laws. Consider forming coalitions to pursue legal cases affecting several colleges. ICCTA might be a useful framework for such joint efforts.

The *Illinois Trustee* recently invited members of Congress and the Illinois General Assembly to submit guest columns about Illinois community colleges. The following article is the first in a continuing series featuring legislators' views on current community college issues.

Community colleges: The great American invention

By Vincent A. Persico
State Representative
39th District



Speaking with Dale Parnell, Warren Burger stated, "The greatest American education invention of the 20th century is the community college." The revolutionary concept that education be accessible to all people throughout their lives has not only been promised but has been delivered by the community college.

The community college environment has developed a national consciousness that education is vitally important for everyone: that the value of education extends beyond the preparation of young people for citizenship and employment. Education is the heart of a nation that values opportunity, tolerance, responsible leadership, self-improvement and quality of lives. Community colleges are synonymous with the innovation, responsiveness and effectiveness that makes this possible.

The community college movement originated in Illinois. Realizing that cost, mobility and personal responsibility prevented many from pursuing education, Joliet Junior College began as a commitment to remove barriers to continuing education. Recognizing that education encompasses more than academics, and that non-traditional students benefit from enhanced educational opportunities, the mission of community colleges expanded.

Throughout this development, Illinois has remained the leader. Nowhere is the commitment to education through the life-span better exemplified than by Illinois community colleges.

Rural and remote, with a high minority population, high infant mortality rate and 75 percent unemployment, Pembroke Township is one of the poorest areas in the country. Kankakee Community College's Parent Training Institute aids parents and their young children in overcoming the overwhelming odds they face. The comprehensive program involved four aspects: basic parent training, regular home visits, enrichment for children, and support groups for young single mothers.

Nutritious meals, child care, transportation and health screening are provided as part of the project, as well as programs in reading readiness, literacy, behavior management and self-esteem. In the last quarter alone, over 1,600 participated in informal groups, organized activities, and workshops. This program prepares at-risk children to begin school healthy, socially adjusted, intellectually enriched, and ready to learn.

Project Succeed at the College of Lake County and Waubonsee Community College's Road to Success Program provide encouragement to young people to continue education. Low income, high mobility, and a high minority population put students at particular risk of leaving high school without graduating. Through junior high and high school, mentors support the students' efforts to stay in

The revolutionary concept that education be accessible to all people throughout their lives has not only been promised but has been delivered by the community college.

school, providing guidance and positive role modeling. The programs include academic, cultural and social enrichment. Activities expose students to the visual and performing arts, intercultural activities, entertainment and other enriching experiences.

In addition to academic success, these programs are designed to develop students who will become confident, responsible, contributing citizens. The colleges award a tuition scholarship to each student upon high school graduation, so that a college education will be accessible to them.

Nowhere is the commitment to education through the life-span better exemplified than by Illinois community colleges.

In a dying local economy, Black Hawk College entered into partnership with CASE-International Harvester. Black Hawk retrained workers and provided the expertise to upgrade technology and skills. The college's efforts revitalized the area's economy and helped CASE-IH regain its global competitiveness. Black Hawk, CASE-IH and the United Auto Workers received a Presidential Excellence in Partnership Award in recognition of their outstanding cooperation and results.

The Older Adult Institute at the College of DuPage is a vibrant example of lifelong learning. Seniors bring enviable energy and the wisdom of rich experiences to the classroom, seminars and social activities. The Institute has become a mecca for interaction and the exchange of ideas.

Whether they are counteracting the ravages of poverty, providing the support at-risk students need to continue education, retraining workers, offering older students a challenging environment for discovery and dialogue, or providing quality education to traditional college students, our Illinois community colleges fulfill the promise of education for all throughout the life-span. The dream has become a reality.

Vincent A. Persico is completing his first term in the Illinois House of Representatives, where he serves as minority vice-spokesperson of the Education Finance Committee. Prior to his election in 1990, he taught history and government for nearly 20 years at Hadley Junior High School in Glen Ellyn.

Education secretary praises colleges' workforce preparation

U.S. Secretary of Education Lamar Alexander recently gave a pat on the back to community colleges, praising one school's innovative project as a way to "create a nation of students instead of a nation at risk."

Speaking at the National Conference of State Legislatures' annual meeting, the former governor and university president described a "skills and knowledge gap" that hinders U.S. competitiveness in a global economy.

"We forgot another lesson of the 1980s: That it's not just children who have to learn more to be able to do more," Alexander said. "It is the moms, the dads, going back to school -- the American workforce.

"If the year 2000 is important to us, and a competitive workforce is our problem, 85 percent of the people who are going to be at work in the year 2000 are already at work today. So we can educate our children until we're blue in the face, and we won't have solved our problem by the year 2000 unless we go back to school, too."

As one example of workforce retraining, Alexander cited a skills center jointly run by a vocational school and a community college in Grand Junction, Colo., that are "working together to help working people come back in, find out what they don't know and are able to do."

A reader responds:

Stop defining "pre-collegiate" as "undergraduate"

By Miguel del Valle
State Senator
5th District

I would like to express my disappointment in the Illinois Board of Higher Education's *1991 Report on Minority Student Participation in Illinois Higher Education*, as well as the summary of this report which appeared in the July/August issue of the *Illinois Trustee*. Since the inception of this report, I have indicated concerns regarding the representation of data relating to the Hispanic and other minority enrollments in higher education.

Accurate monitoring of the progress of minority students at the college level is the only way that we, as citizens and elected officials, can determine the status and the problems of this population in the state's current higher education system. Furthermore, it is the proper treatment of this data which can lead to the correction of the predominantly unsuccessful transfer programs of minority students into certificate and degree programs.

It is for these reasons that, at the end of this year's legislative session, I wrote a letter to Director Richard Wagner of the Board of Higher Education. In it, I expressed my concerns about the presentation of figures relating to Hispanic participation rates in community college programs of adult basic education and English as a second language. Specifically, this report and subsequent summary in the *Illinois Trustee* inappropriately categorize students enrolled in these programs as "undergraduates." It is not until page 21 of this report that one learns that community college undergraduate enrollments include "pre-collegiate" program participation.

As a result of this omission, neither the media nor your recent summary have noted either of the following:

* Of the 32,763 Hispanics enrolled in community colleges in 1990, more than 23,265 (70 percent) do not yet have the necessary skills to graduate from high school or successfully complete a GED examination. This is compared to only 13 percent of the total student population which is enrolled in such adult basic education coursework.

* Of those Hispanic students enrolled in "pre-collegiate" programs, as many as 65 percent do not yet have the skills to graduate from junior high school.

Should we be defining students struggling to read third grade-level materials as "undergraduates"? For the sake of painting a truly accurate picture, I think not.

I am not disputing the fact that these "pre-collegiate" programs are a vital component of community college programs available to the citizens of this state, particularly those from minority and disadvantaged populations. However, to group individuals who might have difficulty reading this newsletter in with "undergraduate" students, in my opinion, is extremely misleading.

I have recommended a format which removes "pre-collegiate" enrollments as part of the total "undergraduate" enrollment data and reports these figures in a separate category, as are elementary and secondary

Should we be defining students struggling to read third grade-level materials as 'undergraduates'? For the sake of painting a truly accurate picture, I think not.

figures. A further explanation of what programs and courses comprise this category of "pre-collegiate" could also prove to be useful and important information in determining the academic status of participating students.

In fairness, Director Wagner, in response to my

continued on page 11

The Legal Corner * The Legal Corner * The Legal Corner

This column is sponsored by the Illinois Community College Attorneys Association. Questions, case synopses, and comments may be sent to ICCAA chair Allen D. Schwartz, c/o Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., 29 S. LaSalle St., Suite 860, Chicago, IL 60603.

***PLEASE NOTE:** This column should not be construed as legal advice; please consult your board attorney on specific legal matters.*

Hazardous waste management: No more 'out of sight, out of mind'

Did you know that as little as 100 kilograms of non-acute hazardous waste (equivalent to about 220 pounds or 25 gallons) generated by a community college may generate a legal problem for you? If you generate 1 kg. (about two pounds) of hazardous waste, you may also be in trouble, since even that small an amount of hazardous waste requires you to meet disposal standards!

What is hazardous waste? It is any solid, liquid or contained gaseous material that may cause injury or death, or damages or pollutes land, air or water. What can community colleges do with their waste? It depends upon the quality and frequency of your generation.

If a community college generates more than 100 and less than 1,000 kg. (between 220 and 2,200 lbs., or about 25 to under 300 gallons) of hazardous waste and no more than 1 kg. of waste categorized "acutely" hazardous waste in any month, it is a "small quantity generator."

In such a case, the community college is required to comply with Environmental Protection Agency treatment, storage and disposal regulations. It must fill out a Notification of Hazardous Waste Activity form and file it with the EPA. That form explains how the college is complying with the treatment, storage and disposal of that waste. When the college gets ready to transport wastes off-site, it will need to complete a Hazardous Waste Manifest form.

The first rule: Identify all hazardous waste. This may require the college to hire a hazardous waste consultant to determine what hazardous wastes the college is generating. Every potential generator must be identified, from the laboratories to the custodial staff. After the sources are located and the amount of waste determined, you will know whether you generate enough waste to be a "small quantity generator" or whether the amount generated means you are free of regulations.

Even if you are not subject to regulations, another pitfall looms: accumulation. If you accumulate more than 1,000 kgs. of hazardous waste on your property, then you become subject to all the requirements applicable to 100 - 1,000 kg./month generators.

It is imperative that colleges effectively manage their hazardous wastes. Ignoring the problem will lead to legal problems. If you have questions, please send them to attorney Bill Kling at the above address.

As little as 100 kilograms of non-acute hazardous waste (equivalent to about 220 pounds or 25 gallons) generated by a community college may generate a legal problem.

-- Copyright by William C. Kling of Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd.

Some comments about arbitration and arbitrators

Almost all college districts have or will have a grievance filed against them. Indeed, under Ill. Rev. Stat., ch. 48, Sec. 1710(c), an arbitration clause must be placed in collective bargaining agreements. Let's discuss some interesting statistics about arbitration. Let's also discuss arbitrators.

The American Arbitration Association recently released

continued on page 9

When is the best time for a tax referendum?

Is there ever a good time to ask people for money? When it comes to property tax increases, some times are worse than others.

As amended in 1981, Illinois election laws provide school boards -- including community college boards -- with a limited choice of times to seek voter approval of tax increases. A school board may place up to three propositions on the ballot at any of five regular election dates in each two-year cycle.

In the decade since elections were first consolidated, none of those five dates has emerged as clearly the best time to seek a tax increase. However, several dates have provided community college boards with somewhat more success than the other three, and neither of those dates is the most frequently used.

Even-numbered years include two dates when school boards may put finance propositions on the ballot -- the general primary (first Tuesday in March) and the general election (first Tuesday after the first Monday in November).

Odd-numbered years provide three such dates -- the consolidated primary (last Tuesday in February), the consolidated election (first Tuesday in April), and the non-partisan election (first Tuesday after the first Monday in November).

Community college trustee elections are held at the non-partisan date in November of odd-numbered years, such as this year. The November of even-numbered years is reserved for state and federal elections (i.e., president, Congress, governor, state legislatures).

At the 25 election dates available since November 1981, community college boards have put a combined total of 60 proposals on the ballot to increase property taxes. Of those 60 proposals, 21 won voter approval and 39 were defeated -- a success rate of 35 percent.

As the table below shows:

Referenda success rates by election date

	Even-Numbered Years		*Odd-Numbered Years*			
	General primary (March)	**General election** (November)	**Consolidated primary** (February)	**Consolidated election** (April)	**Non-partisan election** (November)	**TOTAL**
1981					100% (1/1)	100% (1/1)
1982	0% (0/1)	0% (0/2)				0% (0/3)
1983			0% (0/1)		0% (0/2)	0% (0/3)
1984	25% (1/4)	33% (1/3)				29% (2/7)
1985			80% (4/5)	50% (1/2)	13% (1/8)	40% (6/15)
1986	20% (1/5)	50% (3/6)				36% (4/11)
1987			0% (0/2)	50% (1/2)	50% (1/2)	33% (2/6)
1988	33% (1/3)	33% (1/3)				33% (2/6)
1989				100% (2/2)	0% (0/1)	67% (2/3)
1990		67% (2/3)				67% (2/3)
1991				0% (0/2)	1 scheduled	0% (0/2)
Total	**23% (3/13)**	**41% (7/17)**	**50% (4/8)**	**50% (4/8)**	**21% (3/14)**	**35% (21/60)**

Data: Illinois Community College Board **Table:** Illinois Community College Trustees Association

* The *most successful* times for community colleges to pass tax referenda have been during the February consolidated primary and the April consolidated election. Referenda advanced during these dates have passed 50 percent of the time.

* However, the *most popular* date for college boards to advance tax rate increases has been the general election in November of even-numbered years. Still, seven of the 17 proposals (or 41 percent) have been approved by the voters at that time.

The most successful times for community colleges to pass tax referenda have been during the February consolidated primary and the April consolidated election.

* The *least successful* date for college tax referenda has been the November non-partisan election. Ironically, this is also the time when trustee seats are on the ballot.

* 1991 has been the worst year for college tax referenda campaigns since 1983.

In contrast, the Illinois Association of School Boards has found the opposite trend in its study of tax referenda timing. For elementary and secondary schools, the November non-partisan election date produced the overall best success rate, while the February consolidated primary produced the worst record.

"Varied results among the five election dates suggest there is no one 'best' date," the IASB concluded. "Rather, results seem to affirm the adage that the best time to seek a tax rate increase is when voters have been convinced of the need."

Legal Corner

continued from page 7

case statistics about their arbitration case load. A total of 2,673 grievances were processed through AAA from January through October 1990. Of those cases, 30.54 percent of the grievances were upheld, while 51.29 percent were denied. Employers were represented by legal counsel in 82.46 percent of the cases, while unions employed legal counsel in 55.96 percent. Briefs were filed in 64.96 percent of the cases.

The recently released 1990 statistics of the Federal Mediation and Conciliation Service report that there were 5,288 awards handled by FMCS throughout the United States. Ohio was the state with the highest number of awards (563); Illinois had 335 awards. Discharge and discipline cases constituted 52 percent of the cases.

Finally, a word about arbitrators. There are 3,000 arbitrator members of the American Arbitration Association. However, only 898 arbitrators, or 30 percent, heard the reported cases.

Of the 30 percent, 87 percent heard 10 or fewer cases, and 13 percent of the arbitrators heard the majority of all cases. FMCS' average per diem rate for arbitrators was $448.24. The average fee per case was $1,612.56.

By the way, are you ever tempted to withhold an arbitrator's fee because of a bad award? In Raff v. Maggio, 743 F.Supp. 147 (E.D. N.Y. 1990), the loser refused to pay the arbitrator, claiming the arbitrator was too cozy with the union. The court awarded the arbitrator his fee plus attorneys' fees.

96 trustee seats up this fall

A total of 96 community college trustee seats will be on the ballot during the Nov. 5 non-partisan election.

Seven of those seats are in the Belleville Area College district, where the entire board (except for the student trustee) is up for election or re-election. Legislation passed in 1987 mandates that BAC trustees be elected by geographic subdistrict, beginning this year.

A demographic profile of the newly elected trustees will appear in the next issue of the *Illinois Trustee*.

The case of Northland Community College

This case study is one of several used in the ICCTA/Presidents Council's *Board/CEO Relations* seminar to encourage discussion on ways to enhance the board/president environment. The answers are up to you.

Founded in 1965, Northland Community College had developed steadily under the leadership of Dr. Fred Furst, its original president. Furst had oriented and tutored all the members of his board and had never been formally evaluated. In January 1985, President Furst told the board of trustees that he was planning to retire on June 30, 1985, and move to Arizona owing to the sudden and very serious respiratory illness of his wife.

The board immediately set about the task of finding a successor. Several local candidates emerged. Prominent among them was Dr. Ben A. Dean, longtime vice president for academic affairs. The board's selection committee interviewed Dean and two other internal candidates, as well as three external ones. In May the board announced its decision to hire Dr. Hy Mano, president of Lake University in Athens, Ohio.

Mano brought his own secretary and assistant to the president to Northland, and within six months had asked vice president Dean and the other two vice presidents to step down. He announced "a new direction" for the college and promised to reorganize its academic department within 12 months in order to bring the college budget into line with diminished revenues resulting from declining enrollments and falling property tax values.

As usual, the academic reorganization did not go smoothly. Department chairs fought to retain their positions of authority, and consolidation of departments was universally condemned. After hearing the reorganization plan debated by faculty and president, the board sided with the president and enacted his proposals. Privately and in closed session, they expressed their unhappiness over the fact that the president had created an immediate breach with what had been a very friendly, supportive faculty. Mano responded by reminding the board that they had hired him to administer Northland, and that their job was to support him in his role.

Almost immediately, the board members started to receive anonymous letters citing presidential misconduct. President Mano's budget and enrollment projections were routinely and sometimes publicly questioned by faculty and staff. Concerned, board members told the president they expected him to quiet the scene and soon. Unfortunately, the rancor and disharmony only increased. One board member was heard to lament that the college never had these problems with President Furst.

Finally, after two years of Mano's administration, the board emerged from one of many closed sessions with the president to announce it had hired a retired college president, Dr. Clay Fete, to visit the college to conduct a "presidential evaluation." In the closed session, President Mano had refused to cooperate with the board in setting up an evaluation during a period of "institutional distress."

Fete visited the college on July 31 and August 1, and then flew home. He sent the board a two-paragraph report. In the first paragraph, he distributed blame evenly between the board and President Mano. He chided the board for

How do you know when your college should say no?

A student asks you to offer a program with high costs and low enrollment. The foundation president wants you to establish a college football team. And the science department needs another mainframe computer.

How do you handle their requests? Should you try to meet all of these demands despite a tight budget? Or do you politely -- but firmly -- "just say no"?

Share your thoughts on this topic at the Saturday, Nov. 9 **Trustee Roundtable**, an all-new educational program held prior to each ICCTA Board of Representatives meeting. Trustee Robert Gaffner of Kaskaskia College will serve as discussion facilitator. For more information, call ICCTA at 217/528-2858.

not giving Mano direction or support. He criticized Mano for implementing a college reorganization plan in a non-collegial manner, without accepting input from faculty, staff and students. In the second paragraph, Fete set out a timetable for remediation and suggested broadly that Dr. Mano should begin looking for another position.

When pressed for a copy of the evaluation, the board resisted. A college newspaper reporter filed a "freedom of information request," and on the last possible date for compliance the college handed over a copy of the consultant's report. "MANO TOLD: SHAPE UP OR QUIT" was the front-page headline in the college newspaper later that week. Faculty meetings were held to exploit the president's obviously weak position with the board.

A year later, the situation had not improved. Mano was removed from office. He immediately sued the board for "irrevocably harming" his professional reputation.

1. What are the factors that doomed this evaluation?
2. Could the evaluation have been used constructively:
   a. by the president?
   b. by the board?

del Valle

continued from page 6

questions, agreed that the Board must "not encourage public complacency or misunderstanding about the nature of minority college-going rates." He also noted that this report points out the fact that "minority students comprise a large proportion of pre-collegiate enrollments." I now hope that the exact nature of these enrollment figures will be more prominently reported and discussed further in future reports.

I am confident that neither the Board nor the Trustees Association is interested in misleading the public about the true status of Hispanic and minority enrollments in Illinois colleges and universities, and I look forward to a more accurate presentation of the data in next year's report.

The *Illinois Trustee* welcomes responses to its articles and subject matter. Please direct your comments to *Trustee* editor Kim Villanueva, c/o Illinois Community College Trustees Association, 509 S. Sixth St., Suite 426, Springfield, IL 62701, or call 217/528-2858.

ICCTA honors Churchill, Severns with Meritorious Service Awards

The Trustees Association marked the end of this spring's marathon legislative session by honoring two lawmakers with Meritorious Service Awards. LEFT: College of Lake County board chair Richard Anderson (left) thanks Rep. Robert Churchill of Antioch for his support of the college and higher education. "CLC is a true treasure," Churchill said. "This is the hometown college of Lake County." RIGHT: Sen. Penny Severns of Decatur (second from left) meets with Richland Community College president Dr. Charles Novak, RCC board chair Dr. Barbara Hicks, and ICCTA director of government relations Michael Monaghan during a visit to the RCC campus. As sponsor of the system's funding bill since 1989, Severns said she was especially pleased by the ICCTA award "because community colleges are the cornerstones of higher education. In this day and age, advanced training and degrees are a must. Illinois' community college system prepares students for such challenges."

BEST COPY AVAILABLE

What do we get for our ICCTA dues?

Legislative advocacy
Tracking and monitoring of state and federal legislation * Continual contact with legislators on needs and pending bills * Testimony before legislative committee hearings * Drafting of bills and amendments * Networking and coalition-building with other educational and grassroots organizations * Regular legislative reports to member districts * Lobby Day in Springfield * National Legislative Seminar in Washington, D.C.

Public relations
Coverage in bi-monthly *Illinois Trustee* newsletter * News releases * Recognition of outstanding faculty, alumni and legislators * Customized award certificates * Illinois Community College Month * PR Committee * Student essay contest * Cooperative efforts with college PR personnel

Trustee growth
Educational seminars * Regional meetings * Annual convention * College for Board Mentors * Special workshops for new board chairs * *Welcome to the Board* packets for new trustees * Trustee orientation video * Student trustee briefing * Resource publications * Trustee achievement awards

Consultation
Direct access to ICCTA staff on board policy and performance, referenda campaigns, and related topics * Access to information stored in ICCTA reference files, library, and research services * Board self-evaluation program * Referrals to outside consultants

Representation
The Office of the Governor * Illinois Board of Higher Education * Illinois Community College Board * State Board of Elections * Other state/federal agencies * State and national organizations * Business community

Local board input
ICCTA Board of Representatives * State and Federal Relations committees * Ad hoc task forces * Coalitions * Surveys and Questions of the Month * Daily contact with members

Information services
Illinois Trustee newsletter * *Executive Director's Letter* * *Collective Bargaining Report* * Legislative bulletins and reports * Membership and legislative directories * Resource materials for newly elected/appointed trustees * *Voting Record* on state legislation * Revised community college laws

Other services
Legal seminars for board attorneys * Amicus curiae briefs filed at appellate-court level * Consortia of districts formed to pursue litigation * Policy handbook development * Professional development day for presidential secretaries * Staff support for Illinois Presidents Council

I C C T A

ILLINOIS COMMUNITY COLLEGE TRUSTEES ASSOCIATION

Names in the news

New trustee on the block

Richard Roehrkasse of Red Bud has been sworn in as the newest member of the Belleville Area College Board of Trustees. A project coordinator for a St. Louis-based computer software company, Roehrkasse has chaired the Red Bud Planning Commission for more than five years. He replaces **Don Theobald**, who has moved from the BAC district.

Building a namesake

Start looking for the new building with a familiar name at Waubonsee Community College. Construction recently began on the classroom facility named after **Janet Bodie**, a longtime WCC trustee and past board chair. Dedication of the building site marked the beginning of Waubonsee's 25th anniversary year.

Scouts honor

The Illinois Prairie Girl Scout Council has singled out two William Rainey Harper College trustees for outstanding achievements. Board chair **Barbara Barton**, who also serves as ICCTA president, was recognized with the 1991 Silver Trefoil Award. A surprise award was presented to **Kris Howard** for her leadership as a local council president and as a member of the National Board of Directors.

The fruits of labor

Why is Prairie State College trustee **Michael Monteleone** running down a dark, dusty street at 3 a.m.? Why does he hurl himself onto a truck bed? What is he seeking there? For the answers to these and other haunting questions, check the Aug. 6 *Wall Street Journal*, which featured a front-page profile on Monteleone's early-morning adventures as a professional produce buyer.

Readers' choice

The Illinois Literacy Council is charged with recommending policy and legislation dealing with ways to increase the reading and writing skills of Illinois citizens. Helping to shape future policies will be recent appointee **Nancy McIlvoy**, a trustee at Lewis and Clark Community College. Appointed as an ex officio member was Illinois Community College executive director **Cary Israel**.

A trio of CEOs

* State Community College has a new president. **Dr. Cynthia Pace**, vice president and dean of instruction at Waterburg State Technical College in Waterbury, Conn., will start her new post on Oct. 14.

* **John Wozniak** is now serving as interim president at Chicago City-Wide College, replacing **Dr. Martha Bazik**.

* After nearly 23 years of service to Rend Lake College, **Mark S. Kern** has assumed its presidency. First hired as an agriculture instructor in 1966, Kern ultimately moved up to chair the department from 1970-74 and 1990-91. He also served as dean of community services as well as dean of instruction/college dean before filling in as interim president in 1989.

College briefs

500,000 and counting

Ana Alfaro came to the **College of DuPage** this fall seeking academic opportunity and friendly faces. She found both -- or more accurately, both found her during COD's 25th anniversary observance.

On just her third day at the school, Ana was the amazed recipient of a giant-sized certificate granting a year's free tuition at COD. College officials presented her with the gift in honor of her enrollment as COD's 500,000th student.

"After I told my husband about my eventful third day at College of DuPage," said Ana, "my husband told me to buy lottery tickets on the way home. He thinks I'm pretty lucky to be at COD, and so do I."

A convertible education

As a tie-in to **Kankakee Community College**'s 25th anniversary, the school's foundation is raffling off a restored 1966 Ford Mustang convertible. Only 500 raffle tickets will be sold at $100 each, guaranteeing that the odds of winning are no more than 1 in 500. Proceeds will support KCC's scholarship program.

Strengthening institutions

Two southern Illinois community colleges are the lucky beneficiaries of more than $4 million in federal grants offered by the U.S. Department of Education.

Shawnee Community College will use its five-year, $2.4 million Strengthening Institution Program Grant to set up a learning assistance center for students; computerize its management information system; create a resource development office; and pay for additional computer and software equipment. **Rend Lake College** will use its $1.5 million grant to implement a computer-assisted basic skills program in math, reading and writing over the next four years.

Both schools had sought the highly competitive grant since 1987. This year, only 57 of 459 Strengthening Institution Program Grant applications were funded.

News flash: A tuition *decrease*

Triton College tuition will return to its former level next spring, thanks to increased tax revenues generated by higher property assessments in several communities served by the school.

The rollback rescinds an increase of $2.50 per credit hour that was instituted this semester, bringing tuition back to the $36.50-per-hour rate charged in 1989.

A catalog of education

Thinking about completing a degree or starting another? A consortium of public and private colleges has prepared a joint catalog of course offerings in Chicago's north suburbs.

The 32-page catalog offers a directory of upper-division and graduate classes in such subjects as business, human resources, development, and education. Also profiled are the region's three community colleges (**College of Lake County, Oakton Community College** and **William Rainey Harper College**), nine private colleges and universities, and four public universities.

The Higher Education Regional Consortium was originally formed three years ago after private schools strongly opposed the expansion of two public universities in the northwest suburbs. To receive a directory or more information about the program, call 708/870-9603.

Linking to a four-year degree

In another example of cooperative education in the

College briefs

northwest suburbs, six universities and community colleges are joining forces to bring baccalaureate degree programs to Chicagoland students.

Under the plan, students with associate degrees could take upper-division courses at one of three area community colleges (**College of Lake County, William Rainey Harper College** or **Oakton Community College**). Faculty from the three participating universities (Barat College, Northeastern Illinois University, and DePaul University) would teach the courses, rotating to a different community college campus each year.

Students would pay the tuition rates of the four-year school providing the class. But any class in the program would count toward a bachelor's degree in social sciences at any of the three universities.

The program, which is believed to be one of the first of its kind in the nation, is expected to begin offering courses as soon as spring 1992.

Accreditation accolades

A trio of Illinois community colleges -- **Elgin Community College, McHenry County College** and **William Rainey Harper College** -- are among the first group of institutions to be accredited by the new Association of Collegiate Business Schools and Programs.

ACBSP certification signifies that the designated institution's teaching/learning process and degrees meet the high standards of quality established by the association.

The economics of counseling

A sign of the times: Not only is **Shawnee Community College** helping unemployed individuals with resume-writing, interviewing, and career-changing tips, but it has joined with the local Job Training Partnership Act's Dislocated Workers Program to provide free "pre-layoff counseling" to area employers faced with staff reductions.

From pink slip to pay check

The Dislocated Worker Program at **Lake Land College** is also drawing attention -- this time national acclaim from *Time* magazine.

Lake Land graduate Linda Drumm was featured in an article in *Time*'s Sept. 9 business section entitled "Permanent Pink Slips." As a single parent who began a new career at age 50, Drumm cited the Lake Land program for motivating her to succeed. "When I was at Lake Land, I never had a professor tell me I couldn't do it. They took time to help me, explain something if I didn't understand it, and they encouraged me," she said.

Drumm's -- and Lake Land's -- success has also been recognized at the state level. In 1990, she was awarded the Job Training Partnership Act Participant State Award.

College officials hope that the success stories of Linda Drumm and others like her will pay off in another, more crucial way on Nov. 5: For the second time this year, the school is trying to win voter approval for a 12.5-cent increase in its Education Fund. The college had asked for the same amount last April plus a 4.5-cent increase in the Operation and Maintenance Fund, but was turned down by a 2-to-1 margin.

Discovering treasures

After months of dust, bulldozing and hammering, McHenry County College threw the biggest party in its 24-year history on Sept. 8. Over 2,500 visitors "Discovered their treasures at MCC," an event held to thank district residents for passing a $11.6 million bond referendum in 1988. Along for the treasure hunt: MCC board chair Stephen Haugh (left), ICCTA executive director Dr. Gary Davis, and MCC president Robert Bartlett.

Disabilities act, college/attorney relations top Nov. 8 seminar

You can cover two hot topics for the price of one at the Illinois Community College Trustees Association's Nov. 8 legal seminar in Chicago.

Organized and presented by the Illinois Community College Attorneys Association, the half-day seminar will offer a panel discussion on the relationship between community college attorneys and their clients. Topics will include:

* Who is the client?

* Who is authorized to call the college attorney with a question or request? The president? Designated college staff? Trustees? The board chair?

* Who approves contracts with the college's legal firm(s)? The president? The board?

* How to handle conflict between president and board;

* Dismissal of attorneys;

* Split boards; and

* Executive sessions and confidentiality.

Sharing their perspectives will be college attorneys Ole Bly Pace III, Robert Becker, James Konsky, and John W. Huffman, and Illinois Valley Community College president Dr. Alfred Wisgoski.

A Legal Update for Trustees and Presidents

Nov. 8, 1991
Holiday Inn Mart Plaza
Chicago, IL

Call ICCTA (217/528-2858) to register

Also featured will be an in-depth discussion of the federal Americans with Disabilities Act. Attorney Robert Long will examine the legal implications of this landmark legislation, while Joann K. Klinkowski, director of human resources at Black Hawk College, will review how the Act has affected community colleges.

The legal seminar will run from 3 - 5:30 p.m. at the Holiday Inn Mart Plaza. Registration is $50 and includes refreshments and resource materials. To register, call the ICCTA at 217/528-2858, or FAX your registration to 217/528-8662 **BEFORE Nov. 5.**

To reserve a hotel room at the special ICCTA rate of $65 for single/double occupancy, you must call the hotel directly at 312/836-5000 **BEFORE Oct. 20** and mention your affiliation with ICCTA.

ILLINOIS TRUSTEE

Illinois Community College Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

FIRST CLASS MAIL
U.S. POSTAGE
PAID
Springfield, Illinois
Permit No. 567

First Class Mail

ILLINOIS TRUSTEE

Vol. XXII, No. 3 | Illinois Community College Trustees Association | Dec. 1991/Jan. 1992

Voters elect 44 new trustees to the 'Class of 1991'

More than a third of Illinois' elected community college board seats were on the ballot in November. Who are the 97 trustees who were elected or returned to office on Nov. 6?

ICCTA is sponsoring a one-day orientation for new and returning board members on the basics (and not-so-basics) of good trusteeship. Page 5 has more information.

Based on data supplied by the colleges, Illinois trustees are as diverse as the community colleges they govern.

On the average, though, this year's new/returning board member is a 50-year-old white male incumbent who owns and/or operates a small business.

Other characteristics include:

* Of the 97 trustees whose terms expired in November, 70 sought re-election. Of those, 17 incumbents were defeated; 53 won re-election (for a 76-percent return rate).

* Forty-four of those winning board seats were non-incumbents.

* One of those 44 new trustees had served previously on her local community college board, including a term as student trustee. Two of the 53 returning board members also first served as student trustees.

* Three trustees are former community college administrators or instructors.

* Ages of the newly elected or re-elected board members span from 33 to 75 years of age.

* Women were elected or re-elected to 25 of the 97 board vacancies.

* One Hispanic and four African-American trustees were elected or returned to office.

* Most of Illinois' new trustees are self-employed or small-business owners. Other occupational fields represented by the Class of 1991 include law (including a legal secretary and a law student), government/municipal administration, farming, banking/finance, and real estate sales.

* A dozen new or returning trustees have retired from the workforce.

* At least 19 board members are community college alumni. In fact, all three of the Sauk Valley Community College trustees elected on Nov. 6 proudly claim the school as their alma mater.

* Nine schools saw uncontested trustee races this year: Danville Area Community College, Heartland Community College, Kankakee Community College, Kishwaukee College, the College of Lake County, Rock Valley College, Shawnee

continued on page 7

Inside the *Trustee*

The ethics of responsible trusteeship . . . . . p. 2

9 qualities of an effective board chair . . . . . p. 6

Court rules on college's 'politically correct' speech code . . . . . p. 12

What makes an ethical trustee?

By Barbara Barton
ICCTA President
Trustee, William Rainey Harper College

According to a recent front-page headline in the *Chronicle of Higher Education*, "State Leaders Join Drive to Improve Standards and Training for Trustees" (Dec. 11, 1991). New trustees might be surprised to learn that standards of trusteeship are being discussed in the wake of a number of scandals involving community college boards and board members.

For example, a Ventura, Calif., trustee was convicted for "double dipping" on his expense claims. An El Rukin gang leader revealed plans to offer kickbacks to community college board members. A trustee became romantically involved with a college employee. Board members leaked confidential information to the press.

These are not the wild imaginings of a soap opera writer. They are actual occurrences, and they underscore the need for community college trustees -- both new and experienced board members -- to rededicate themselves to the principles of ethical conduct.

Ethical trustees, to paraphrase Peter Drucker, seek responsibility rather than privilege. They think of themselves as "servants" of the people. They ***care*** for others. Ethical trustees spend time ruminating about what Michael Josephson calls the values of a committed, responsible life.

Legality is one of these principles. Laws bind together members of society, and trustees ought to have a deep and abiding respect for the law. Winking at wrongdoing should have no place in the boardroom.

An ethical trustee is ***fair*** and seeks to do the right thing despite the personal cost. Ethical trustees strive to be ***honest*** and ***open***. When, for ethical or legal reasons they cannot reveal information, they say, "I'm sorry, I can't talk about that right now." People understand.

continued on next page

ILLINOIS TRUSTEE

*The **Illinois Trustee** is the official publication of the Illinois Community College Trustees Association. It is distributed bi-monthly to all trustees, chancellors and presidents, and to other persons interested in the public community colleges of Illinois.*

Illinois Community College Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

ICCTA STAFF
Dr. Gary W. Davis, Executive Director
Michael Monaghan, Director of Government Relations
Donna Grove, Executive Assistant
Kim Villanueva, Public Information Officer
Sherrie Kimble, Office Assistant
Robert B. Maher, Counsel for Legislation

1991-92 OFFICERS
President
Barbara Barton
William Rainey Harper College

Vice President
Jeanne Blackman
Lincoln Land Community College

Secretary
Kay Bennett
Belleville Area College

Treasurer
Wayne Green
Carl Sandburg College

1991-92 REGIONAL CHAIRPERSONS
Chicago Region
Dr. Nelvia Brady
City Colleges of Chicago

East Central Region
Nancy Bates
Danville Area Community College

North Suburban Region
Steve Haugh
McHenry County College

Northwest Region
Richard Groharing
Sauk Valley Community College

South Suburban Region
Michael Monteleone
Prairie State College

Southeast Region
William Batteau
John A. Logan College

Southwest Region
Chris Ringhausen
Lewis and Clark Community College

West Central Region
Renee Long
Black Hawk College

West Suburban Region
Ellen Roberts
Elgin Community College

Ethics

continued from previous page

Ethical trustees have an abiding sense of themselves. We call this ***integrity***. Because they don't forget who they are, they are ***loyal*** and ***keep promises***. Their strong sense of who they are allows ethical trustees to show great ***respect*** and ***courtesy*** for others.

Ethical trustees have a keen interest in protecting the public trust. Consequently, they expect each college employee to ***pursue excellence*** and to ***serve*** the college's students.

In 1984, the Illinois Community College Trustees Association adopted a code of ethics (see below). Since then, some Illinois colleges and the Presidents Academy of the American Association of Community and Junior Colleges have done the same. When was the last time your board took some time to discuss professional ethics? ICCTA has some excellent resources to offer in this area. Feel free to give us a call.

An ICCTA model policy

Board/president relations: A code of ethics

Whereas, a fundamental factor in the successful operation of any community college is the maintenance of sound and harmonious work relationships between boards of trustees and presidents, and

Whereas, these relationships are subjected daily to a variety of stresses which occasionally result in their deterioration, and

Whereas, such deterioration is inevitably accompanied by consequences which are detrimental to both institutions and individuals, and

Whereas, the Association of Community College Trustees, through its roundtable discussion on board/president relationships at its annual convention in 1982, suggested a Code of Ethics as a guide for establishing sound board/president relationships, which Code would help maintain an environment of trust and mutual support,

Therefore, the following ethical considerations for boards and presidents are recommended as a means of establishing and maintaining sound board president relationships.

The president

The president, in dealing with the board of trustees, should:

1. Keep board members informed fully regarding the state of the institution -- its strengths, opportunities for improvement, and progress toward achieving its objectives.

2. Recommend to the board for its consideration and approval those policies or policy changes considered important for effective operation of the college.

3. Provide the board with careful study and advice regarding all policy proposals initiated by the board.

4. Support board decisions and exercise maximum effort to implement such decisions, even though they may have been made without or against his or her recommendation.

The president should be sympathetic and understanding of the difficult position of board members in representing the college's many publics, and assist them to the best of his/her ability to discharge their roles in effective fashion.

continued on next page

Code

continued from previous page

5. Treat all members of the board equally. Maintain a professional and even-handed stance in the unhappy event of a division of the board, or of unfriendly relations among board members.

6. Be sympathetic and understanding of the difficult position of board members in representing the college's many publics, and assist them to the best of his/her ability to discharge their roles in effective fashion.

7. Represent individual members of the board in a professional and supportive manner to all factions of the public, even though the president may privately disagree with the stand or behavior of a board member.

8. Provide the board with a professional and objective assessment of any opportunities noted to improve its operation and general functioning.

9. Maintain strict neutrality regarding board elections insofar as the public and staff are concerned.

10. Avoid public utterances or actions which will discredit the board, undermine public confidence, or otherwise serve to damage the image of the college.

11. Work closely with the board and particularly so with its chair, so that the district will benefit from a strong and coordinated team approach.

The board should expect its chair to work particularly close with the president to promote and facilitate the best possible communication and cooperation between the board of trustees and the president.

12. Provide maximum assistance to new members in their indoctrination to board membership.

13. Provide the board with appropriate advance notice of plans to resign or seek another position.

14. Avoid discussing with the public contractual difficulties or agreements regarding job separation that may have been reached with the board of trustees.

The board of trustees

The board, in dealing with the president, should:

1. Be sympathetic and understanding of the difficult position of the president in carrying out his/her leadership responsibilities amid the wants and concerns of students, faculty, staff and general public.

The board should assist the president by supporting fully all board decisions once they have been made, even though the vote may have been divided.

2. Seek his/her advice and counsel regarding matters of policy before making a final decision.

3. Give him/her full confidence and support, realizing that the chief executive needs this assistance if he/she is to perform with maximum effectiveness.

4. Expect its chair to work particularly close with the president to promote and facilitate the best possible communication and cooperation between the board of trustees and the president.

5. Inform the president immediately of any questions or concerns about the college or district so that appropriate follow-up actions may be taken.

6. Help assure the orderly operation of the college by insisting that employees make use of established channels before bringing their concerns to the board.

7. Require that the interests and welfare of the entire district be considered before those of any special interest group.

8. Assist him/her by supporting fully all board decisions once they have been made, even though the vote may have been divided.

9. Inform the president immediately of any concerns

continued on next page

New trustees seminar offers tips on trusteeship

If you are a new trustee trying to learn more about your responsibilities as a board member -- or a veteran trustee who wants to brush up on some basic skills -- then the Illinois Community College Trustees Association's *New Trustees Seminar* is designed with you in mind.

This intensive one-day orientation is presented every other year after the November election for community college board seats. This year's program is set for Friday, Jan. 17, 1992, at the Ramada Renaissance Hotel in Springfield.

In a repeat performance from 1990, the seminar will feature a two-part session on *The Five-Tier Trustee* by Ray Hartstein, founding and current chair of the Oakton Community College Board of Trustees. Hartstein served as president of the Illinois Community College Trustees Association from 1978 to 1980 and received the Association of Community College Trustees' Central Region Trustee Leadership Award in 1986. He will address the duties and responsibilities of trusteeship and suggest ways that trustees can fulfill their role as public guardians of a public higher education institution.

You will also have the chance to meet with your peers from around the state at:

Ray Hartstein

* roundtables led by ICCTA Board Mentors (current and former trustees trained in board practices and group dynamics). The Board Mentors will introduce participants to ICCTA and some basic tenets of board governance;

* a luncheon with members of the Illinois Community College Board and the Presidents Council, an organization comprised of Illinois' community college presidents;

* a question-and-answer session with Ray Hartstein and ICCB officials Dr. Ivan Lach (academic programs) and Dr. James Howard (fiscal operations). Sauk Valley Community College trustee Richard Groharing will moderate the panel;

* a discussion of board/president teamwork using case studies and small-group discussions. Joining Richard Groharing as facilitator will be Dr. Joseph Piland, past president of Highland Community College; and

* a New Trustees Banquet with guest speaker Cary Israel, who is beginning his second year as executive director of the Illinois Community College Board.

The registration fee for the *New Trustees Seminar* is $75 and includes lunch, the New Trustees Banquet, and a New Trustee Resource Packet. Cancellations must be received by ICCTA by Jan. 14 to avoid billing.

Hotel reservations must be made directly with the Ramada Renaissance Hotel. To receive the special room rate of $74/single or $84/double occupancy, call the Ramada at 217/544-8800 and mention your affiliation with ICCTA.

To register for the *New Trustees Seminar*, call ICCTA at 217/528-2858 (FAX: 217/582-8662).

Code

continued from previous page

regarding performance, conduct, or style that, in the opinion of the board, require attention.

10. Provide the president with adequate time to correct any deficiencies noted.

11. Exert every effort to conduct discussions relating to contract termination in a professional manner, being always sensitive to the potential damage to both the district and the president.

12. Avoid discussing with the public contractual difficulties or agreements regarding the job separation that may have been reached with the president.

13. Give the president a reasonable period of time to find another position.

Approved by the ICCTA Board of Representatives on June 9, 1984.

9 characteristics of an effective board chair

The system's 44 new trustees are not the only persons seeking tips on effective trusteeship. Twenty-two of Illinois' community colleges have elected new board chairpersons to guide their institutions for the next year.

What qualities or practices distinguish the effective board chairperson? Here are some suggestions to consider.

Successful board chairs:

1. Have excellent interpersonal skills
2. Can work well with many different constituencies
3. Adapt easily to changing circumstances
4. Exhibit a continuous commitment to the principles of excellence and service
5. Enjoy the respect of their peers
6. Have the ability to motivate fellow trustees and inspire the president
7. Clearly grasp the complementary roles of president and board
8. Maximize their personal strengths while minimizing their weaknesses
9. Know their own board's stage of development:
   a. immature
   b. developing
   c. mature
   d. declining

What else would you add?

Illinois community college board chairs for 1991-92

Belleville Area College -- **Robert Maxwell**
Black Hawk College -- **Steven Spivey**
City Colleges of Chicago -- **Ronald Gidwitz**
Danville Area Community College -- **Dr. George Richards***
College of DuPage -- **Marjorie Bardeen***
Elgin Community College -- **Ellen Roberts***
William Rainey Harper College -- **Molly Norwood**
Heartland Community College -- **Sharon Sullivan***
Highland Community College -- **Robert Harlan**
Illinois Central College -- **Dr. Robert Ehrich**
Illinois Eastern Community Colleges -- **Dr. Kent Wattleworth***
Illinois Valley Community College -- **Dale McConville**
Joliet Junior College -- **Eleanor McGuan-Boza**
Kankakee Community College -- **Betty Meents**
Kaskaskia College -- **Robert Gaffner**
Kishwaukee College -- **John Roberts***
College of Lake County -- **Nancy Block**
Lake Land College -- **Gary Kuhns***
Lewis and Clark Community College -- **Robert Watson***
Lincoln Land Community College -- **Marylou Kent**
John A. Logan College -- **Don Nolen**
McHenry County College -- **Stephen Haugh***
Moraine Valley Community College -- **Patricia Fleming**
Morton College -- **Robert Balsitis***
Oakton Community College -- **Ray Hartstein***
Parkland College -- **John Albin***
Prairie State College -- **Michael Monteleone***
Rend Lake College -- **Marvin Scott**
Richland Community College -- **Dr. Barbara Hicks***
Rock Valley College -- **Joan Wagner**
Carl Sandburg College -- **Dr. Wayne Green**
Sauk Valley Community College -- **William Yemm**
Shawnee Community College -- **Zachary Hannan**
South Suburban College -- **Frank Zuccarelli***
Southeastern Illinois College -- **Rod Brenner***
Spoon River College -- **Steve Conklin**
State Community College -- **Warrington Hudlin***
Triton College -- **Jenni Golembeski**
Waubonsee Community College -- **Jacqueline Henning***
John Wood Community College -- **Judith Tucker**

** served as board chair for 1990-91*

ICCTA offers ways of *Coping with Reduced Resources*

One of the biggest challenges facing today's board chair-and-college president team involves how their community college can fulfill its mission despite fiscal hard times.

Led by nationally acclaimed researcher Dr. Richard L. Alfred of the University of Michigan's Center for Higher Education, both chairs and CEOs can explore survival strategies at the Illinois Community College Trustees Association's Jan. 17, 1992 seminar on *Coping with Reduced Resources*.

An author and consultant on community college issues, Alfred has written numerous articles on institutional management and effectiveness, including the appropriately titled book *Coping with Reduced Resources*.

Alfred's keynote presentation on *Resource Decline: Problems, Politics and Strategic Responses* will review the causes of the current recession and show the importance of setting priorities by sharpening the college's mission.

Participants will then discuss methods of winning support from faculty and local industry during small-group discussions on *Proactive Institutional Strategies for Responding to Reduced Resources*. Special emphasis will be placed on board chairs and presidents as partners in a leadership team.

Alfred will also provide a closing summary of the group discussions with *Successful Responses to Reduced Resources*.

In addition, seminar registrants are invited to attend the New Trustees Banquet with guest speaker Cary Israel, executive director of the Illinois Community College Board.

As with those attending the *New Trustees Seminar*, all hotel accommodations must be made directly with

Dr. Richard Alfred

Cary Israel

Springfield's Ramada Renaissance Hotel. To receive the special rate of $74/single or $84/double occupancy, call the Ramada at 217/544-8800 and identify yourself as an ICCTA seminar participant.

Full registration is $65 and includes a ticket for the New Trustee Banquet. For those who do not wish to attend the banquet, optional registration is $45. Cancellations must be received by Jan. 14 to avoid billing. To sign up, call ICCTA at 217/528-2858, or FAX your registration to 217/528-8662.

Class of 1991

continued from page 1

Community College, Southeastern Illinois College, and Waubonsee Community College.

* In contrast, 15 candidates filed for seven seats at Belleville Area College, where the entire board was up for election by subdistricts. Voters in the Black Hawk College district had to choose from among 12 candidates for three trustee seats.

Numbers to know . . .

22,859 -- the average full-time salary for a graduate of an Illinois community college occupational program

969.90 -- the average tuition for one year (30 credit hours) at an Illinois community college

4 -- the percent increase in Illinois community college enrollment for fall 1991

Data: *Illinois Community College Board*

Helping to put higher education within the reach of middle-income families

By Richard J. Durbin
U.S. Representative
20th District

As our world becomes more complex and reliance on technology increases, there is an enhanced demand for those entering the job force to have skills acquired through postsecondary education. However, middle-income families are finding it increasingly difficult to pay the costs of higher education for their children.

Over the past 10 years, we have witnessed an erosion in federal aid to higher education. Education funding, as a share of the total federal budget, fell from 2.3 percent to 1.7 percent between 1989-90. This has had a devastating impact on the children of working families across the nation who are being squeezed out of the chance to further their education.

This fall, Congress will be considering the reauthorization of the Higher Education Act -- omnibus legislation that authorizes both Pell Grants and Guaranteed Student Loans. Under proposals submitted by the Bush administration, individual Pell Grants would be increased, but only for families with incomes under $10,000.

In addition, to finance this increase, President Bush would eliminate 404,000 students from eligibility for these grants. This short-sighted approach to the problem ignores the financial strain middle-income families face when paying for higher education.

The wealthiest in our nation can afford to send their children to any college in the nation, and the very poor -- those making under $10,000 a year -- qualify for federal student assistance. It is the middle-income men and women of this country who have been ignored by the government. The time has come to give them the help they desperately deserve.

I am cosponsoring several bills in Congress that aim to put higher education back within the reach of middle-income families. These bills will help those students who wish to attend a four-year college or university as well as those looking to a community college for continuing education.

First, the Middle Income Student Assistance Act of 1991 would extend federal student aid programs to middle-income and working-class families. The bill would remove the current demonstration of need for families seeking Stafford Loans, thus making these loans accessible to all high school graduates. Additionally, home equity and the family farm would be removed from the calculation of need for Pell Grants.

Also under this proposal, the Secretary of Education would no longer be able to reduce maximum Pell Grant amounts after Congress had established a ceiling through the appropriation process.

This bill is a positive step toward helping working Americans send their children to college. Working families are caught in the middle of the federal financial aid process since they often don't qualify for aid but have a very difficult time finding the money for college tuition. It is not fair that people who contribute to the federal financial aid system through taxes do not receive the much-needed benefits of the programs.

Working families are caught in the middle of the federal financial aid process since they often don't qualify for aid but have a very difficult time finding the money for college tuition.

Under current law, families must go through a complicated needs test to qualify for the Stafford Loan program. And once they qualify, they cannot use the loan to meet family contribution requirements for other student aid programs. Further, family farm and home values are now counted in determining eligibility for student aid programs, which often causes families to take out a second mortgage on that home or farm.

The second bill, the Income-Dependent Education Assistance program, would make loans more accessible to middle-income students while addressing the issue of student loan default. Under this bill, all students would be eligible for a loan of up to $70,000. It establishes a progressive loan repayment schedule calculated on a borrower's income once that person enters the working world. There would be flexibility for those who change jobs, become ill, or take time off to raise children. And the loan payments would be deducted from a borrower's earnings by the Internal Revenue Service.

The Income-Dependent Education Assistance program would make loans more accessible to middle-income students while addressing the issue of student loan default.

Finally, the Middle-Income Higher Education Savings Act would allow parents to contribute up to $1,000 a year to a child's education trust account. The contributions would be deductible from taxable income, as would the accrued interest on this account, provided that the funds were used to finance undergraduate education. So, if a family started an account at the birth of a child and contributed $1,000 a year at 8 percent interest, the account would accrue to $37,450.

As the debate heats up in Congress, I will be working to include these measures in the Higher Education Reauthorization bill. It is vital to both the future of our children and our nation's economic competitiveness that we help make higher education available to all students. Our children must be able to compete in a high-tech, global economy. These measures are a step in the right direction toward putting higher education within the reach of more students, thus increasing the number of highly skilled workers in this country.

In addition to the children of middle-income families, the workers themselves often find it difficult to return to school later in life. I am cosponsoring another bill that would make permanent a provision of our tax code that allows employer-provided tuition assistance to be excluded from an employee's gross income. Providing this tax relief would encourage working Americans to go back to school to update their skills and boost their careers.

These bills make good sense. Not only would they help middle-income families and workers afford higher education, they would encourage savings and help reduce student loan defaults. After a decade of neglect, it's time to dramatically improve many aspects of our educational system. These proposals are important pieces of the solution.

An attorney, Richard J. Durbin began his political career in 1966 as an aide to then-U.S. Sen. Paul Douglas. He later served as a staff member and parliamentarian for the Illinois Senate. Elected to Congress in 1982, Durbin sits on the influential House Appropriations Committee as well as the House Budget Committee and Select Committee on Children, Youth and Families. In 1990, the *National Journal* named him one of Congress' 11 "Rising Stars."

Feds fund 50% of student aid

Half of Illinois' tuition dollars come from federal sources:

Pell Grants	$ 50 million
Stafford Loans	22 million
Perkins Loans	1 million
GI benefits	7 million
ISAC federal aid	1 million
TOTAL	$ 81 million

Data: *Illinois Student Assistance Commission*

Board members: Ask the right question

by Thomas A. Shannon
Executive director
National School Boards Association

A rubric of governance is that a board acts only as an entity. Thus, a board member has no power as an individual -- his or her power is derived from being part of the board.

That conclusion certainly is correct, but things aren't quite so simple. Consider the Congress, for example.

Theorectically, each member of the U.S. House of Representatives has one vote. But that doesn't mean the power of the House of Representatives is dispersed equally among all of its members.

Board members who hone their skills to formulate questions soon will develop an aura of power and make themselves a formidable and influential presence on the board.

This differential allocation of power is anchored in the differing status of each representative. One House member might chair an important committee. Another might be especially articulate on significant issues and has developed a strong link with the media.

All of these special circumstances -- the list could go on and on -- impinge upon an individual's power in the House of Representatives and, I submit, also in a school board.

There is, for a board member, a wellspring of power that usually is not recognized. It consists of two elements: the "power of the question" and the "power of persuasion."

A truly successful board member knows how to ask the right questions.

Every proposal placed on a board meeting table has an impact upon programs, students, personnel, and money within the budget.

The person who makes proposals to the board has the burden of explaining the current and projected dimensions of those proposals.

These two facts -- the questions about proposals that need answers and the responsibility of the person advocating proposals to answer such questions -- set the context. Board members who hone their skills to formulate questions soon will develop an aura of power and make themselves a formidable and influential presence on the board.

Of course, like any power, the "power of the question" can be abused. The abuse usually takes the form of using the "power of the question" as a dilatory topic or to sow confusion or to advance disharmony through a subtle kind of demagoguery.

When a member submits irrelevant questions or endless lists of queries that gobble up valuable time of the administrator or his or her staff without the generation of meaningful information, the majority of the board can intervene.

When the proper use of the "power of the question" is coupled with the "power of persuasion," an individual -- whether a member of Congress, a state legislator, or a school board member -- can build enormous power and respect. Such an individual not only knows how to plumb for all the facts of a proposal but also how to effectively advance a thumbs up or down to it.

Adapted from the Nov. 18, 1991 Illinois Association of School Board's *IASB School Board Bulletin*.

Another trustee roundtable!

"How Boards Deal with Strikes"
7:45 AM, Saturday, Jan. 18, 1992

facilitated by trustees **Joyce Heap** (Joliet Junior College) and **Tom Wilson** (Carl Sandburg College). Both represent colleges that have recently experienced faculty strikes.

ICCTA sponsors Community College Month essay contest

April is Illinois Community College Month! In honor of this special event, the Illinois Community College Trustees Association is again sponsoring its statewide essay contest on *How My Community College Is Changing* (or *Has Changed*) *My Life*.

All currently enrolled part- or full-time Illinois community college students are eligible to participate. Entries must be typed (500 words or less) and submitted to the appropriate local college office by Friday, Feb. 14, 1992.

At the state level, the Illinois Community College Faculty Association will select the winning essay on the basis of writing style, grammar and punctuation, clarity of expression, and relevancy to the topic. The state winner will be announced at the April 25 ICCTA Board of Representatives meeting in Springfield.

Here is what awaits the final winner:

- A $500 cash stipend for educational expenses *OR* a full tuition scholarship for the fall 1992 semester, for use at his/her community college;
- Recognition at the ICCTA annual banquet on June 12, 1992, in Springfield;
- Publication of the winning essay in the *Illinois Trustee* and local newspapers.

Essay guidelines and entry forms may be obtained by calling ICCTA at 217/528-2858.

Who are your nominees for ICCTA awards?

Q: What do an internationally respected researcher, a real estate entrepreneur, a former Illinois Supreme Court chief justice, and the president of southern Illinois' largest financial institution have in common?

A: *Each one is a past winner of the Illinois Community College Trustees Association's Distinguished Alumnus Award.**

The search is now on for another deserving person to join their ranks as ICCTA's 1992 Alumnus Award recipient. To be eligible for nomination, an individual must have completed a recognized program of instruction at an Illinois community college **before** June 30, 1987.

For more recent community college graduates, the ICCTA offers another honor: the Pacesetter Award. To qualify, a nominee must have completed a recognized program of instruction at an Illinois community college **after** June 30, 1987.

In addition to these awards, nominations are also being accepted for the 1992 Outstanding Faculty Award. Unlike the two alumni honors, no statewide winner is chosen in the Faculty Award program.

The nomination deadline for the Alumnus, Pacesetter and Faculty Awards is **Wednesday, April 1, 1992**.

Other upcoming Trustees Association honors include the Certificate of Merit, the Meritorious Service Award, and Honorary Representative. Deadline for these awards is also April 1.

Formal presentation of ICCTA honors will take place during the Trustees Association's annual banquet on June 12 in Springfield.

Award guidelines and nomination forms have been mailed to all trustees, presidents and public relations personnel. Additional copies are available by contacting the ICCTA office at 217/528-2858.

** In case you don't recall the Distinguished Alumnus Award winners listed in the first paragraph, they are Dr. William Matchett, Dempsey Travis, the late Howard C. Ryan, and William Badgley.*

Court rules on "politically correct" speech codes

*The Legal Corner * The Legal Corner * The Legal Corner*

By Allen D. Schwartz
Chair
Illinois Community College Attorneys Association

There are nasty things being said on college campuses. Racial epitaphs, sexual remarks and discriminatory conduct seem to abound. This was the view of the University of Wisconsin, which passed a student conduct code to control such speech.

The code provided:

> *The university may discipline a student in non-academic matters in the following situations . . . . (2)(a) For racist or discriminatory comments, epithets or other expressive behavior directed at an individual or on separate occasions at different individuals, or for physical conduct, if such comments, epithets or other expressive behavior or physical conduct intentionally: (1) Demean the race, sex, religion, color, creed, disability, sexual orientation, national origin, ancestry or age of the individual or individuals; and (2) Create an intimidating, hostile or demeaning environment for education, university-related work, or other university-authorized activity.*

The code was declared invalid in The UWM Post Inc. v. Board of Regents of the University of Wisconsin System --F. Supp--(DC EWis 1991).

The court stated the accepted rule of law. Fighting words are not entitled to First Amendment protection. The fighting words' doctrine embraces speech which, by its very utterance when directed at a person, tends to provoke violent resentment resulting in an immediate breach of peace, Chaplinsky v. New Hampshire, 315 U.S. 568 (1942) and Cohen v. Cal., 403 U.S. 15(1971).

The Wisconsin code was invalid because the code prohibited speech which was racist or discriminatory, but did not require that the utterance of such speech must cause an immediate breach of peace. The code also prohibited language which created an intimidating or demeaning environment, but the creation of this type of environment is not within the fighting words' doctrine.

The rule of the case is that the courts will constitute the fighting words' doctrine narrowly. A speech code will fail if it prohibits all the nasty discriminatory and racial epithets that students might say, unless it requires that the speech arouses in the listener a reaction which is a breach of peace. Without that nexus to violence, the code violates the First Amendment.

A speech code will fail if it prohibits all the nasty discriminatory and racial epithets that students might say, unless it requires that the speech arouses in the listener a reaction which is a breach of peace.

This column is sponsored by the Illinois Community College Attorneys Association. Questions, case synopses and comments may be sent to ICCAA chair Allen D. Schwartz, c/o Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., 29 S. LaSalle St., Suite 860, Chicago, IL 60603.

***PLEASE NOTE:** This column should not be construed as legal advice. Consult your board attorney on specific legal matters affecting your college.*

College briefs

Strikes plague Carl Sandburg, Joliet

Carl Sandburg College trustees have approved a two-year collective bargaining contract for full-time faculty following a 12-day strike that forced cancellation of classes on the Galesburg campus.

Meanwhile, negotiations continue at **Joliet Junior College**, where union faculty members held a five-day walkout in early December. That strike ended when the Illinois Educational Labor Relations Board agreed with the JJC board's charge that the strike was illegal and an extreme hardship upon students, especially those preparing for state nursing exams.

The two strikes were the first to affect the Illinois community college system in five years.

McHenry takes off as FAA training center

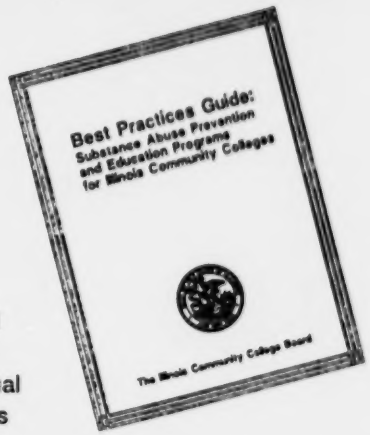
McHenry County College is flying high! The Federal Aviation Administration has named the institution as the only community college in the Great Lakes Region -- and one of just seven nationwide -- approved for FAA electronics training.

The centers are part of the FAA's plan to train highly skilled electronics technicians without requiring students to take entry-level courses at the agency's training facility in Oklahoma.

ICCB lauds substance abuse programs

The Illinois Community College Board has cited three community colleges -- the **College of Lake County**, **Elgin Community College**, and **South Suburban College** -- for their outstanding substance abuse education and prevention programs.

In 1990, the ICCB set the goal of assisting the state's community colleges in establishing drug-free environments for faculty, staff and students. The three award-winning programs are being touted as efforts that can be replicated at colleges statewide.


Best Practices Guide:
Substance Abuse Prevention and Education Programs for Illinois Community Colleges
The Illinois Community College Board

The ICCB has also published a *Best Practices Guide* to assist colleges in establishing policies and procedures regarding drug and alcohol abuse on campus. The manual includes summaries of the 1991 model programs. Copies are available by calling Kevin Graham at 217/785-0123.

The Oct. 19 award ceremony coincided with the higher education community's observance of Illinois Community College Alcohol Awareness Week as well as National Collegiate Alcohol Awareness Week (Oct. 13-19).

Colleges create manufacturing network

Four community colleges and two universities are joining together to upgrade manufacturing technology in the western region of the state.

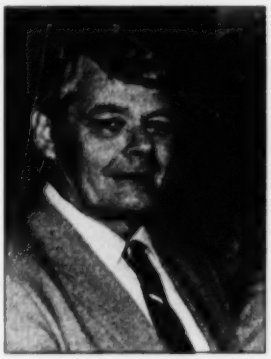
The newly established Western Illinois Manufacturing Service Network will include **Black Hawk College**, **Carl Sandburg College**, **John Wood Community College**, **Sauk Valley Community College**, and **Spoon River College**, as well as Bradley University and Western Illinois University.

The network will build upon already existing resources, such as the Manufacturing Technology Consortium and the U.S. Army Rock Island Arsenal, to offer a variety of services to small- and medium-sized firms. Client companies will soon be able to contact the network for assistance with research and development, training programs, technology sharing and upgrading, state and federal funding sources, and other business service agencies.

Names in the news

Green elected ICCTA treasurer

The Trustees Association has a new treasurer. On Nov. 9, the ICCTA Board of Representatives unanimously elected **Dr. D. Wayne Green** of Galesburg to replace **Ralph Goren**, who resigned after losing his re-election bid for the Oakton Community College board.



Dr. D. Wayne Green

A retired college physics instructor, Green has served as a Carl Sandburg College trustee since 1986. At the state level, he has chaired the ICCTA Excellence in Trusteeship Committee and the West Central Region. Green also represents trustee interests on the Illinois Community College Board's Program Advisory Committee.

Illinois trustees play key ACCT roles

Illinois's community college board members continue to make their influence known at the national trustee level.

* The annual Association of Community College Trustees conference in Biloxi, Miss., saw the election of Joliet Junior College trustee **Joyce Heap** to a one-year term as chair of ACCT's Central Region. A member of the ACCT board since 1990, Heap succeeds another Illinois trustee, **Dr. Jerry Lacey** of John A. Logan College, as regional chair;

* Joining Heap on the ACCT board is **Jan Wagner**, who won election to a three-year term at the national conference. A trustee at South Suburban College, Wagner served as ICCTA vice president in 1990;

* **Barbara Barton** is also strengthening the Illinois-ACCT connection. In addition to her duties as ICCTA president, the William Rainey Harper College trustee is serving on ACCT's Governance/Bylaws Committee. The committee is exploring ways to expand opportunities for member trustees to participate in ACCT governance.

Congratulations are in order for . . .

* **Allen Baker**, former Rend Lake College trustee and ICCTA president from 1972-74, who was reappointed to the board of the Illinois Student Assistance Commission;

* **Jeanne Blackman**, ICCTA's vice president and Lincoln Land Community College trustee, who was named a "Woman of the Year" by the Illinois Federation of Republican Women at its recent biennial convention in Schaumburg;

* ICCTA executive director **Dr. Gary W. Davis**, who is the new secretary/treasurer of the National Council of State Association Chief Executives. The federation, initiated by ICCTA in 1986, has two dozen member associations from the United States and Canada;

* **Miriam Lugo-Gonzalez**, who is the Illinois Community College Board's representative on the Midwestern Higher Education Commission. An ICCB member since 1988, Lugo-Gonzalez sits on the

A literary detective looks for leads

As part of her doctoral dissertation at Northern Illinois University, Daley College humanities instructor **Nancy LaPaglia** is searching for characters in American fiction who are connected to a community college. Names and other clues should be sent to LaPaglia at 5222 S. Kenwood, Chicago, IL 60615.

Names in the news

commission with four other Illinois appointees representing the Governor, the Illinois General Assembly, and the Illinois Board of Higher Education. The Commission administers the Midwestern Higher Education Compact, which provides for increased access, cooperation and services among higher education institutions;

* **Dr. Thomas TenHoeve**, president of Oakton Community College, who earned the Eisenhower Peace Medal from Sister Cities International. A longtime Sister Cities supporter, TenHoeve helped establish its Des Plaines chapter;

* and to Harper College president **Dr. Paul Thompson**, who has been inducted into the Gustavus Adolphus College Athletic Hall of Fame. A graduate of the Minnesota school, Thompson won glory on the football field as well as in the classroom. After earning master's and doctoral degrees in math from the University of Illinois, he taught and coached for several years before tackling the equally challenging sport of college administration.

And in a more concrete fashion. . . .

Several community colleges are honoring their outstanding trustees with more than the customary plaque-and-a-handshake:

* A banquet and conference room at John A. Logan College now bears the name of ICCB chair **Harry L. Crisp II**. Crisp served as a charter member of the Logan board from 1967 to 1971;

* At neighboring Southeastern Illinois College, an entire building has been dedicated to Crisp's father. The **Harry L. Crisp** Education Center will be used as a business incubator facility to assist local industry and provide training programs to Southeastern students;

* Oakton Community College recently renamed its Skokie campus after founding and current board chair **Ray Hartstein**, a longtime Skokie resident. Fellow trustee **Jody Wadhwa** introduced the name-changing resolution, citing the former ICCTA president's 22 years of leadership.

Hartstein will share some of his trustee insights and expertise at the ICCTA's *New Trustees Seminar* on Jan. 17 (see page 5);

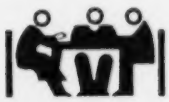
* Lastly, retiring trustee **Dean Lundeen** received a surprise going-away gift during his final board meeting at Waubonsee Community College. Board colleagues named the student government room in Lundeen's honor, recognizing his special interest in student governance and his service as a student trustee at nearby Kishwaukee College during the 1970s.

Crist takes the reins at Sandburg

Carl Sandburg College's new president isn't so new, after all. Actually, **Dr. Donald G. Crist** has filled in as the school's interim chief since September. On staff at Sandburg since 1976, he most recently served as vice president of instructional services.

McPike receives ICCTA service award

State Rep. Jim McPike (center) of Alton was recently saluted with a Meritorious Service Award from the Trustees Association. Thanking McPike for his strong advocacy on behalf of the system's capital funding needs are Lewis and Clark Community College president Dr. Neil Admire (left) and ICCTA executive director Dr. Gary Davis.



New Trustees Seminar

A one-day program to orient new and veteran trustees on their responsibilities as board members

(See p. 5)

Coping with Reduced Resources

A seminar for board chairs and CEOs facing the challenges of rising enrollments and falling revenues

(See p. 7)

Friday, January 17, 1992
Ramada Renaissance Hotel
Springfield, Illinois

Call ICCTA at 217/528-2858 for more information

ILLINOIS TRUSTEE

Illinois Community College
Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

FIRST CLASS MAIL
U.S. POSTAGE
PAID
Springfield, Illinois
Permit No. 567

First Class Mail

ILLINOIS TRUSTEE

Vol. XXII, No. 4 | Illinois Community College Trustees Association | March/April 1992

Higher education negotiations and strikes in Illinois

By Dr. Peter Loehr
and Joan Livingston-Webber
Western Illinois University

During the current academic year, there have been two strikes in Illinois higher education institutions, both at the community college level. This article is based on structured interviews with the chief spokespersons representing both the faculty unions and management. We draw as well on our previous experiences and knowledge.

When the management and union teams really understand what is important for the other -- what the bottom line is -- then settlements occur.

One of us has represented management in educational negotiations since 1973. The other is a professor of linguistics and has spent considerable time studying communications. Thus, this article is written from both a negotiations view and a communications perspective.

The authors certainly do not credit or discredit either the faculty union or the management spokespersons with poor negotiations. In each instance, the spokespersons were sincere professionals attempting to effectively negotiate a labor agreement. They impressed us with their commitment to what was not only best for the institution involved, but also the employees.

This article is addressed primarily to trustees of community colleges in Illinois. The authors respect that trustees represent many groups: students, faculty, staff, administrators, and the community at large. However, particularly during negotiations, trustees are viewed as more closely related to the administrative function of the college.

Findings

The field research we conducted revealed some interesting similarities in the negotiations processes and results for the two Illinois community colleges. Combined with our previous knowledge and experience with negotiations and communications, we offer these findings for the consideration of trustees when their colleges are approaching negotiations.

Are strikes a natural process of negotiations, or do strikes represent a failure in the negotiations processes?

One could assume that labor unions might use strikes as just one more tool in their negotiations toolchest. Yet, when the spokespersons were asked the above question, each one quickly answered a definite "No." Each commented in a similar manner that strikes meant that the negotiations processes failed. Neither of the union spokespersons

continued on page 3

Inside the *Trustee*

Recommendations for board agendas . . . . . p. 5

The other side of the looking glass. . . . . p. 10

where learning never ends . . . . . p. 13

The importance of consensus

By Barbara Barton
ICCTA President
Trustee, William Rainey Harper College

During ICCTA's *Academy on Board-CEO Relations* at the 1991 Association of Community College Trustees conference, participants disagreed strongly over the issue of consensus decision-making. While some trustees seemed to value consensus, many argued that a consensus is another word for "group think" or "rubber stamping." The issue deserves trustees' further consideration.

What should be the aim of the board during board discussions? Trustees could each lock into a position and defend it. Or board members could rise above positions and personalities and seek the meeting of minds that is called "consensus."

Because it encourages the board to *explore issues carefully*, and because it allows the board to *unite in order to lead* unambiguously, consensus-seeking seems best to me. However, because consensus requires compromise, it is not easy to achieve. Consensus-building begins with a recognition of areas of disagreement. Recognizing differences of opinion, consensus-oriented chairs attempt gradually to remove areas of disagreement by:

1. Clarifying facts and removing misunderstandings.

2. Recognizing differences in values and analytical style.

3. Proposing compromises that allow all disputants to support a group decision while respecting the members' different values and analytical styles.

Consensus requires an extra effort from the chair and trustees. For some principled, highly structured persons, compromise comes hard. They actually enjoy a good fight and don't understand why any board would seek consensus.

Although consensus is not always possible, it has three very valuable effects.

continued on page 11

ILLINOIS TRUSTEE

The Illinois Trustee is the official publication of the Illinois Community College Trustees Association. It is distributed bi-monthly to all trustees, chancellors and presidents, and to other persons interested in the public community colleges of Illinois.

Illinois Community College Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

ICCTA STAFF
Dr. Gary W. Davis, Executive Director
Michael Monaghan, Director of Government Relations
Donna Grove, Executive Assistant
Kim Villanueva, Public Information Officer
Sherrie Kimble, Office Assistant
Robert B. Maher, Counsel for Legislation

1991-92 OFFICERS
President
Barbara Barton
William Rainey Harper College

Vice President
Jeanne Blackman
Lincoln Land Community College

Secretary
Kay Bennett
Belleville Area College

Treasurer
Wayne Green
Carl Sandburg College

1991-92 REGIONAL CHAIRPERSONS
Chicago Region
Ronald Gidwitz
City Colleges of Chicago

East Central Region
Nancy Bates
Danville Area Community College

North Suburban Region
Steve Haugh
McHenry County College

Northwest Region
Richard Groharing
Sauk Valley Community College

South Suburban Region
Michael Monteleone
Prairie State College

Southeast Region
William Batteau
John A. Logan College

Southwest Region
Chris Ringhausen
Lewis and Clark Community College

West Central Region
Renee Long
Black Hawk College

West Suburban Region
Ellen Roberts
Elgin Community College

Strikes

continued from page 1

was seeking a strike, nor was either of the spokespersons for management.

If neither spokesperson was seeking a strike, why then did the strikes occur?

Each of the four spokespersons used the phrase "reality" when speaking about when an agreement is reached. When the teams really understand what is important for the other -- what the bottom line is -- then settlements occur. Until each side knows what that reality is, neither will settle.

What is the role of the chief spokesperson to his/her team?

Based on our interviews, past experiences, and research, the role of the chief spokesperson differs significantly between union and management. Part of this difference comes from the selection of the team members sitting at the table.

For management teams, usually the president or the spokesperson selects the team members, or they confer and mutually decide on the team members.

On the other hand, the team members for the union are often selected as though they represented departments (e.g. faculty from English, history and math). In fact, in some instances the union team members are elected by the union membership, which may (or may not) result in persons with knowledge and skills in negotiations.

Management teams typically include persons with expertise in the budget, contract administration, and someone with a long-term view of the organization. Management spokespersons also frequently indicated that it is important to get team members who work well together and come to decisions quickly and without lengthy arguing among the team members.

Thus, because of the ways the teams are put together, the union team is more likely to represent special interests, whereas the management team will be more unified.

This poses a double job for the union spokesperson. Not only must s/he convince the management spokesperson of the value of the union's proposals, but must also later convince the team members of the persuasive reasonings from management. On occasion, management spokespersons must assume a similar double role in regard to board members.

What kinds of preparation did each team conduct prior to beginning formal negotiations?

The answer to this question differs markedly between the union and management teams. Generally, the union invests more time and persons in preparing for negotiations. Subcommittees representing various interests analyze the current contracts, gather comparative salary data, and use professional field consultants to review proposals for language.

Because of the ways the teams are put together, the union team is more likely to represent special interests, whereas the management team will be more unified.

Management, on the other hand, does not typically invest the time or resources in preparing. Often the chief management spokesperson is the only primary analyst and initial writer of proposals, sometimes then reviewed by legal counsel.

Recommendations

We offer the following recommendations for improving negotiations for community colleges. These particular recommendations are intended to benefit trustees and administrators, although what benefits management in making negotiations more successful (meaning, less strike-prone) may also benefit the union.

1. If trustees are directly involved in negotiations, let the chief spokesperson do the talking -- both at the table and away from the table. Unions receive mixed messages when trustees comment on negotiations (and what they individually want or stand for), especially when such statements are different from what the chief spokesperson has said at the table.

2. Trustees and administrators should spend some

continued on next page

Strikes

continued from previous page

time in serious study to determine what the union really means by its proposals. What was the cause for each item brought to the table? What does the union absolutely want from management in response to each proposal?

The trustees and administrators should also answer the same questions for their own proposals and counters. When unrealistic positions are taken by either side, the negotiations simply cannot proceed.

3. To facilitate the give-and-take of negotiations, management should bring some proposals to the table. Give-and-take is difficult when there is nothing to give up in response to the union's giving up of one of its proposals. Yet, the proposals offered should have a reasonable purpose to justify their initial presentation -- so they are neither presented nor perceived as bad-faith bargaining.

A thorough analysis of the prior negotiated agreement, with broad-based input from college administrators, is often helpful to identify possible areas needing change. We certainly recommend that more than one or two persons be actively involved in preparing areas for initial proposals.

4. Actually achieving give-backs in fringe benefits, leaves, and especially hospitalization are quite difficult and apparently require an especially strong working relationship between the union and college administrators long before contract negotiations are underway. It seems to us that a significant amount of trust developed over a long time is necessary to foster understanding on this topic. Hospitalization is especially sacred for employees and, even with trust established, any change will be initially resisted with great vigor.

5. During sessions, negotiations should keep accurate written notes of what was proposed, countered, and discussed. As negotiations come to an end -- and the difficult items are finally being settled -- be sure that each side knows exactly what the counter-proposals are. Relying on verbal discussions concerning wage increases or changes in hospitalization policies is begging for misunderstandings and delayed ratification.

6. The management's chief spokesperson should remain sensitive to the double-duty that the union spokesperson has. That person's most difficult task, even at the table, may be to sell his/her team on giving up or modifying some of their initial proposals.

Although teams may disagree during the negotiations processes, they should avoid becoming disagreeable with each other -- both among themselves and with the persons across the table. The spokespersons we interviewed exemplified honorable intentions -- strong professional ethics and desires to peacefully settle negotiations. We have tried to honor these intentions in formulating our recommendations.

Dr. Peter Loehr is assistant professor of educational administration at Western Illinois University.

Joan Livingston-Webber is assistant professor of English at WIU.

Suggestions for negotiations

- Let the chief spokesperson do the talking -- both at the table and away from the table.
- Determine what the union really means by its proposals.
- Facilitate the give-and-take of negotiations by bringing some proposals to the table.
- Develop a strong working relationship with the union long before contract negotiations are underway.
- Keep accurate written notes of what was proposed, countered, and discussed.
- Remain sensitive to the double-duty that your chief spokesperson has. That person's most difficult task, even at the table, may be to sell his or her team on giving up or modifying some of their initial proposals.

Is there a perfect board agenda?

ICCTA executive director Dr. Gary W. Davis sent this letter to a college secretary in response to her query about board agendas and meeting procedures. Many of its suggestions can be adapted by other community college boards as well.

You have asked for our recommendations concerning the board agenda. Here are some observations.

☑ **Additions to the agenda**

Control of the board agenda is an important issue. Each board member should have a feel for how to get an item on the agenda. An annual or semi-annual board planning session gives people a chance to say, "I don't like the fact that we never have time to discuss . . . ." Or, "Why do we always spend 45 minutes going over old bills when there are more important things for the board to be doing?" When was the last time the board had a planning session to discuss these matters?

Does each member of the board know the procedure for getting something on the agenda? What is the procedure? Does each know that, from a practical point of view, getting the president and the board chair interested in your item is important, if not absolutely necessary, if the item is to go anywhere?

☑ **Content of the agenda**

Many agendas are too short. They don't give enough explanation of items, and so board members come to the meeting in the dark. In general, the longer the agenda, the shorter the meeting.

The ICCTA's *39 Duties of the Board* provides a check list for issues that legally require board discussion in Illinois. If it's on the list, it should show up on a board agenda at some time. (I personally think too many items are included, but the law is the law.)

☑ **Comments by the public**

I suggest that the agenda begin with an opportunity for the public to be heard, subject to reasonable constraints. For example, neither long speeches nor personal attacks need be permitted. This is another legal requirement in Illinois. Board members should be cautioned to be very careful in responding. The chair should thank the speaker and, when it seems appropriate, ask the president to contact the speaker after the meeting.

☑ **Meeting minutes**

Minutes of previous meetings should be approved toward the beginning of the agenda. This helps trustees pick up the thread where they put it down. In addition, early in each meeting the president should have time to give a report to the board.

☑ **Closed sessions**

If possible, closed sessions should be scheduled last so that the press and visitors can go home. When closed sessions are scheduled first, visitors and the press feel ignored and trapped.

It is a good idea to type on the agenda the very words the chair should use in going into closed session. The words can be copies from the appropriate section of the Illinois Open Meetings Act. That way, there are no questions about the legality of the closed session.

Many boards vote to go into "executive session," although Illinois does not allow "executive sessions," only "closed sessions." Use the words that appear in the statute, and you won't be sorry.

☑ **Organizational reports**

I think every board of trustees' agenda should contain a report from trustee organizations, such as the League for Innovation and the Illinois Community College Trustees Association.

For my part, I send a green *Executive Director's Letter* to your college's ICCTA representative each month with "Helping You Keep Your Board Informed" typed at the top. The letter provides material for the representative to report to the other members of the board. Presidents routinely receive copies of the report, so your chief executive officer should never be surprised by anything he or she hears during the "Report from ICCTA."

In short, there is no such thing as the perfect agenda. But boards come pretty close to perfection when they agree to discuss agenda setting.

Please let me know if I can be of further assistance. Your board is asking some very good questions!

15 questions to ask about your board

Question #1. In working meetings, do members ignore each other's input?

Question #2. During work sessions, do members state their own ideas rather than build on the ideas of others?

Question #3. Are confidential board discussions leaked to non-board members?

Question #4. Do private communication networks exist between board members and the college management?

Question #5. Do members criticize each other privately to other members?

Question #6. Do members criticize each other in the media or other public settings?

Question #7. Do face-to-face criticisms lead to personal attack, defensiveness, name-calling or arguments?

Question #8. Do trustees disagree on the board's role and its use of time?

Question #9. Do members regard themselves as representing particular constituencies, rather than as part of a team?

Question #10. Do members have conflicting goals for the college?

Question #11. Do members disagree on how meetings should be run?

Question #12. Do members boycott meetings to indicate displeasure with what is going on?

Question #13. When the chair asks for a consensus check around the table, do certain members ask to pass, withholding their views until they hear the opinions of others?

Question #14. Do board members differ widely regarding the effectiveness of the management of the college?

Question #15. Does voting (and disagreement on issues) occur along predictable lines?

You should be able to answer "*NO*" to each question. If you answered "*YES*" and want help, consult your board chair, college president, or the Illinois Community College Trustees Association.

State dollars per student to drop

Governor's budget: level funding, adult ed transfer

The Illinois General Assembly convened for the spring 1992 session on March 31. On April 7, the Governor delivered his budget message to a joint session of the General Assembly. The following is a brief description of the Governor's budget and how it affects Illinois' community college system.

Governor's budget

Gov. Jim Edgar's proposed FY 1993 budget:

- Increases the state's general revenue funding by only 0.2 percent.
- Eliminates $237 million in state revenue-sharing with local governments, making permanent the balance of the temporary income tax.
- Adds liquor and tobacco tax increases.
- Reduces the state workforce by about 600 jobs.
- Opens one new prison, four correctional work camps, and one community correctional center.
- Increases funding for state-supported retirement systems by $50 million.
- Transfers governance of adult education from the State Board of Education to the Illinois Community College Board.
- Reduces funding in agencies under the Governor by an average of 12 percent.
- Increases funding for K-12 schools by $30 million (or about 1 percent).
- Maintains level funding for higher education at FY 1992's three-percent reduction levels.

Higher education budget

The Governor has asked the Illinois Board of Higher Education to develop a fiscal year 1993 budget allocation using the current FY 1992 funding levels. If this happens, tuition increases could drive up the Illinois Student Assistance Commission's share of higher education state funding (above FY 92 levels) and drive down community colleges' share. Details of the IBHE allocation will be available in late April.

ICCTA Lobby Day is Wednesday, May 13. Call 217/528-2858 for registration information.

The Governor has also recommended four-percent tuition increases at state universities. However, some university governing boards are discussing tuition increases of 10 percent or more. There are no recommendations to reorganize governance in higher education, although a committee chaired by IBHE chair Art Quern and Lt. Governor Bob Kustra will examine higher education's "missions, programs and priorities."

Community college budget

For community colleges, the Governor has recommended:

- Transferring governance of adult education programs from the State Board of Education to the Illinois Community College Board. About $17.9 million in state funds and $13.5 million in federal funds should go with the program.
- That ICCB coordinate adult basic skills and workforce training programs with the Illinois Department of Commerce and Community Affairs and the Illinois Department of Public Aid's transitional assistance program. This includes Project Chance.
- $15.4 million in new capital development projects.
- $2.7 million in capital renewal projects (repairs and renovation).

Community colleges: The next millennium

By Judy Baar Topinka
State senator
22nd district

If community colleges were important in the 1990s, they will be twice or three times as important in the next millennium because of changing population, socio-economic and cultural trends.

Community colleges of the future may very well wind up being the bastion of vocational educations so as to improve our workforce. Likewise, for older Illinoisians getting back into the workforce or seeking new careers, the community college is perfect in its regional, convenient setting to get necessary educational credits and skills for these changes.

Because of their regional nature, community colleges could very well become the repositories of culture -- settings for opera, theater, the ballet, concerts, art. At admission costs well within anyone's means, community college theaters and auditoriums can not only compete with professional companies, they can undercut the price and provide hours of enjoyment to the public while cultivating talents within their regions which might otherwise be overlooked.

Because of the continued rising cost of educations at four-year colleges and universities -- state and private -- costs at community colleges will be ever more appealing.

As the world changes, community colleges will be in the perfect position to quickly change with the world so as to offer up-to-date courses which are relevant for today's Illinois and its needs.

Furthermore, taking the first two years at a community college can help cut the costs of a four-year undergraduate education right out of the box while helping students make the adjustment to college life while having the benefits, conveniences and lesser costs that come from living at home.

Because of the flexibility in curricula which community colleges have shown in the past, we can expect further fine-tuning in the future. As the world changes, community colleges will be in the perfect position to quickly change with the world so as to offer up-to-date courses which are relevant for today's Illinois and its needs.

In a new age of immigration and changing cultural habits, literacy, English-language fluency, tutoring, and remedial help will all need special attention. Again,

The possibilities for creativity are endless -- and best of all, community colleges are close to home, easily accessed and available to those who are willing.

because of the flexibility of community colleges, all of these areas can be a prime focus of the community college of tomorrow.

There will be roles for health care, economic development, and social service in community colleges as community colleges are located throughout the state, already have a working, pre-existing network and a fairly good consensus amongst themselves of how to get things done.

I can see each community college specializing in some area of interest while providing basic two-year educations in numerous other fields. The possibilities for creativity are endless -- and best of all, community colleges are close to home, easily accessed and available to those who are willing.

For community colleges to be successful, however, they must realize that:

1) Community colleges will be playing a leadership role in the next century, and will have to rise to that calling;

2) Community colleges should become the best they can be on their own turf, not venturing into a competition with four-year schools;

3) Community colleges must become governmentally/politically more active with a far larger agenda more service-oriented than in the past; and

4) Community colleges must be willing to assume this burden while treating it as the exciting enterprise that it is -- facing the future in an ever and quickly-changing world.

Judy Baar Topinka was elected to the Illinois Senate in 1984 after two terms in the Illinois House. A member of the Senate Appropriations I, Transportation and Financial Institutions committees, she serves as minority spokesperson on the Senate Committee on Public Health. In 1990, Topinka was appointed to the U.S. Department of Health and Human Services' National Advisory Council on Health Professions Education and the National Council of State Legislators' Health Committee.

Some issues that may be headed this way

In the beginning, California created Proposition 13. A decade later, tax caps came to Illinois. This is not the first time that ideas spawned on the West Coast have made their way to America's heartland.

Courtesy of David Viar, executive director of the California Community College League, the Illinois Community College Trustees Association gets regular reports on what's happening in California.

Here's a list of current California trends that may be headed east:

1. The California Community College League is working with others to convince the legislature that the colleges are underfunded.

2. The League is asking each college to make its own pitch to its own legislative delegation. (Sound familiar?)

3. The League is seeking a new, more "realistic" approach to capital funding for community colleges.

4. Trustees are interested in seeing the transfer process strengthened.

5. Legislation was recently passed to "reform" community colleges (e.g., more money was to be provided to pay for more full-time teachers). However, the state ran out of money before the reforms were implemented.

6. Delivery and funding of adult education is being discussed. Changes are in the works.

7. Minorities are under-represented on California community college boards. (The same is true in Illinois, where 8 percent of community college trustees are persons of color, compared to 25 percent of the state's population.) As a result, the League is examining its traditional support for at-large trustee elections.

8. California is threatening to tighten regulations on fundraisers, including those who work for community colleges.

9. California trustees are fighting proposed Proposition 26 of the National Collegiate Athletics Association, which would require community college student-athletes to "sit out" one year following transfer to NCAA Division I institutions.

The ICCTA will continue to keep its eye on California and other bellwether states for possible trends affecting Illinois community colleges.

The other side of the looking glass

By Scott Harner
Former trustee
Shawnee Community College

I took a look in the mirror a year ago. It reflected a handsome man, a full head of hair, and a great physique. I saw a member of a board of trustees of a community college, a decisive leader, one who clearly influenced policy, one who was appreciated and understood by those who worked in the institution.

That is not the man whom I saw in the mirror today.

My decision to not run for my seat again came out of a belief that some vocational choices would take me out of the district. I was surprised when the invitation came to join the staff of the same community college where I had been a trustee -- the school I had attended as a student. My new position did not cause my transformation, but some conversations with my co-workers did. I began to realize that the perceptions I held as a board member and the perceptions of those who worked for that board were radically different.

I began to realize that the perceptions I held as a board member and the perceptions of those who worked for that board were radically different.

The decisions I had made as a board member were very clear to me. I knew my fellow board members relatively well. I understood their interests and priorities, and I could often anticipate not only the direction of the discussion, but also their vote on many issues.

I believed that the actions and motivations of the board were as transparent to everyone else as they were to me. I was mistaken. Grossly mistaken.

What I thought were clear decisions were questionable to some. What to me were understandable motives were considered willful by others. Positive steps were looked upon as attacks, and prudent hesitation was seen as stubbornness.

Sparked by these revelations, a question arose in my mind, "How could a board insure that those who work at its direction understood that direction better?" I began to question my new co-workers, and several recommendations emerged.

First, board decisions should be communicated quickly, widely and deeply. Shortly after a board meeting, the board's actions should be transmitted quickly to those they affect. They should not learn the results of a board meeting through the local paper or, even worse, the institutional "grapevine."

Administrators, teachers, unclassified staff, and students should all be informed, and this material should be spread as widely as possible. Everyone touched by a board decision should be made aware. Also, as much background as possible should be supplied. Such information should be as "deep" as possible. This will help prevent decisions from being perceived as arbitrary or hasty.

Of course, legal and moral issues impose a limit on such disclosures, but the more information given, the greater the understanding between those who make the decisions and those who carry out those decisions.

Sparked by these revelations, a question arose in my mind, "How could a board insure that those who work at its direction understood that direction better?"

Next, trustees should support the school thoroughly. Sometimes trustees appear to employees as if they were

absentee landlords. They seem to return periodically, only to leave chaos in their wake.

Trustees need to be seen as being an integral part of the institution, even though they are not reimbursed for their services. For this to occur, they must participate in the college's life, regardless of the visibility given them.

Sometimes trustees appear to employees as if they were absentee landlords. They seem to return periodically, only to leave chaos in their wake.

Trustees should be part of the boosters, give money to the foundation, attend academic activities and sports events. Their children should, if possible, attend the college, and the board members should take courses themselves. It should be their institution, not just by election, but also by participation.

The effectiveness of any leader will not long exceed his reality.

I have gone through a transformation in the last months, scratched the paint off the mirror, and taken a good look. As I peer in the mirror now, I see an average man with a bald spot and a few extra pounds, a man who has not always communicated well, but one who cares deeply about the people of the district. What I observe now may not be all I have desired, but it is real, it can be improved, and I am better for the experience.

"Now we see but a poor reflection;
then we shall see face to face . . . ."
-- 1 Corinthians 13:12 NIV

Scott Harner served on the Shawnee Community College Board of Trustees from 1985 to 1991. He is now employed as director of the college's Anna extension center.

Consensus

continued from page 2

- First, the search for consensus clarifies fact and removes misunderstandings.
- Second, it builds a spirit of teamwork and mutual support within the board and institution.
- Finally, boards that seek consensus often take unified stands on issues, thereby signalling to the community that they know where their college is headed. This builds confidence in the college and makes easier the board's task of finding adequate support for the institution.

Board chairs can develop consensus by being careful not to rush the vote. They should take time to draw out board members on a specific proposal and watch to see if objections are answered to the satisfaction of each member. If you sense that another trustee still has doubts, ask what revisions in the proposal would be in order to gather the skeptic's support. The chair should encourage the board to seek a course of action that everyone can accept, not one that each trustee personally prefers. The latter target is too elusive to be practical.

ICCTA's trained Board Mentors can help your board develop a consensus-oriented style of decision-making. Try consensus-building. You'll find it pays.

Another trustee roundtable!

"What's Happening at ACCT"

7:45 - 8:45 AM
(prior to ICCTA's board meeting)
Saturday, April 25, 1992
Best Western-East, Springfield

with trustee facilitators **Joyce Heap** (Joliet Junior College) and **Jan Wagner** (South Suburban College). Both serve on the national board of directors for the Association of Community College Trustees.

The Legal Corner * The Legal Corner * The Legal Corner

By Allen D. Schwartz
Chair
Illinois Community College Attorneys Association

This column is sponsored by the Illinois Community College Attorneys Association. It consists of answers to reader questions, synopses of interesting legal cases, and occasional commentaries. Questions, case synopses and comments may be sent to ICCAA chair Allen D. Schwartz, c/o Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., 29 S. LaSalle St., Suite 860, Chicago, IL 60603.

***PLEASE NOTE:** This column is not to be construed as legal advice; please consult your board attorney on specific legal matters.*

Can an employee resist board policy?

ISSUE: *Can a public employee speak against a board policy/can he refuse to follow that policy?*

FACTS: On April 7, 1988, a village board passed an ordinance that directed the fire department's ambulances to take patients to the nearest hospital in an emergency. In a non-emergency, the patient could direct the ambulance driver to the patient's hospital choice.

The village's fire chief discussed the ordinance with the village president. He said he wouldn't comply with the ordinance because it could result in staffing shortages in the event of another emergency occuring while the ambulance was traveling to the patient's hospital, exposing the village to liability. The chief expressed his concern to the newspaper and told officers under his command that the ordinance was ridicuous and they should ignore it.

The village president relieved the chief of his duties because of his insubordination for failing to follow the ordinance. No hearing was provided before he was removed from his position.

The fire chief sued, claiming he was fired in retaliation for exercising his right of free speech and that his due process rights were violated.

The court held that the fire chief could publicly disagree with the ordinance, but his refusal to follow the ordinance was insubordination and grounds for dismissal. The court also held that the village president violated the fire chief's due process rights to a pre-termination hearing. Since the fire chief had a fixed term of office (a property right) by ordinance, he could not be discharged without a pre-termination hearing.

LESSON: A public employee can exercise speech rights to disagree with a board policy, but he cannot refuse to obey that policy as part of the protest. Domiano v. Village of River Grove, 904 F2d 1142 (7th Cir. 1990).

A public employee can exercise speech rights to disagree with a policy, but he cannot refuse to obey the policy as part of the protest.

Can a non-teaching employee be non-renewed?

ISSUE: *May a non-teaching employee, employed under a one-year term contract, be non-renewed at the end of her contract in a routine manner?*

FACTS: Jones was employed by Southern Illinois University at Edwardsville (SIU-E) as a child care worker in the university's child development program under a one-year employment contract. After she was informed that she was being investigated for child abuse, her contract was not renewed. No reason was given here.

Plaintiff filed a grievance in accord with university policies. The grievance panel recommended to the

president that the grievance be denied. Plaintiff then filed a §1983 claim, claiming she was really fired for cause and that her non-renewal was a pretext to avoid the

Have rules for absenteeism, and if they are violated, an employee's unemployement compensation claim may be contested.

procedural safeguards to which she was entitled if she was an employee terminated for cause. The case was dismissed by that trial court on procedural grounds.

The Appellate Court held that the plaintiff may have a possible claim. The grievance panel, while upholding the dismissal, stated that the dismissal suggested a "cause" dismissal. The SIU-E personnel policies provided that a term appointment cannot be non-renewed solely to permit a new employee to be appointed. This policy suggested there must be a reason for non-renewal. Also, the court found there had been a practice at SIU-E to renew term contracts unless there was cause for dismissal.

LESSON: Colleges -- your personnel policies and your practices can hoist you on your own petard! The defendant could not simply not renew an employee serving under a one-year contract. Why? Because the college's personnel policies and practices were found to have been modified and what the college believed to be a one-year contract was not. Purge your policies of such provisions -- now! (Jones v. Lazerson, S.I.U.-E, 561 N.E.2d 151 (5th Dist. 1990).

Where Learning Never Ends PR campaign debuts

If Ellen Roberts has her way, this year's hit phrase will have nothing to do with soft drinks -- and everything to do with Illinois community colleges.

The slogan -- *Where Learning Never Ends* -- is part of a five-year, statewide marketing campaign to promote Illinois' 50 community colleges. The campaign was devised by a coalition of trustees and college marketing directors whose original (and much simpler) goal was to plan activities for Community College Month in April.

In addition to the slogan and eye-catching logo (at right), the marketing coalition has produced a videotape that explains, in a spoof of the *Mission: Impossible* TV series, the *Where Learning Never Ends* campaign and its purpose.

"This campaign is a new and exciting way for community colleges to become a more identifiable entity with the public," said Roberts, who spearheaded the effort as chair of the Illinois Community College Trustees Association's Public Relations Committee.

"In addition, the relationship established between the PR Committee and PR directors is a win-win situation that bodes well for the entire system," she noted.

COMMUNITY COLLEGES

where learning never ends

Promotional *Where Learning Never Ends* packets have been mailed to all college PR directors in Illinois. For a photocopy of the packet, call ICCTA public information officer Kim Villanueva at (217/528-2858).

Names in the news

ACCT beat

Three Illinois trustees have been appointed to national subcommittees by the Association of Community College Trustees.

Ellen Roberts

College of DuPage trustee **Dr. Peggy Connolly** has joined ACCT's Issues Subcommittee, while board colleague **Carol Payette** is serving on the Ethics Subcommittee. Both subcommittees comprise the Ad Hoc Public Policy Committee.

Elgin Community College board chair **Ellen Roberts** is now a member of the Public Relations Subcommittee of the Ad Hoc Communications Committee. She currently chairs the Public Relations Committee at the state level. In addition, Roberts is the new ACCT state chair for Illinois. Her role will focus on improving communication between the state and national trustees organizations.

Bradley chairs Job Council

ACCT isn't the only organization that looks to Illinois trustees for leadership. Gov. Jim Edgar has tapped **Phil Bradley**, vice chair of the Lincoln Land Community College Board of Trustees, to chair the newly formed Job Opportunity Advisory Council. The Council was created to help individuals on welfare to find employment. Bradley was named to the post in his capacity as director of the Illinois Department of Public Aid.

And more honors . . .

Congratulations are also due to:

• John A. Logan College trustee **Donald Brewer**, who will be listed in the upcoming third edition of *Who's Who in American Education*. Brewer, who is regional superintendent of schools for Jackson-Perry counties, was selected for his 31 years of experience in Illinois education, including more than two decades as a Logan trustee.

• **Dr. John J. Swalec**, president of Waubonsee Community College, who has earned the Founder's Award from the Corridor Partnership for Excellence in Education. Swalec was cited for his role in establishing the organization, which brings together business and education to improve local job training programs.

Trustees tackle task of *Building Better Boards*

Marvin Scott (left), chair of the Rend Lake College Board of Trustees, and RLC trustee Olie Musgrave (right) were among the participants in a March 27 *Building Better Boards* seminar in Mt. Vernon. Kathryn Jeffers (center), a Wisconsin-based organizational consultant, facilitated the workshop and explained how a board's effectivess is affected by the workstyles of its members. The seminar was one of three sponsored statewide by the Illinois Community College Trustees Association.

BEST COPY AVAILABLE

College briefs

Building at BAC

Belleville Area College welcomed a special visitor on March 7: Gov. Jim Edgar, who announced the release of $2.3 million in state funding for construction of an Industrial Training Center at the college's Granite City campus.

"The revitalization of this campus will provide a needed building block as the area rebuilds its economic base," said Edgar. "It is important that we maintain our infrastructure and that we work to provide the best possible facilities for students at our colleges and universities. I am pleased to provide these funds, particularly when the economy is sluggish and construction funds can furnish a needed boost."

Belleville Area College president Dr. Joseph J. Cipfl (right) presents Gov. Jim Edgar (center left) with a BAC sweatshirt during Edgar's visit to the Granite City campus on March 7.

The new center will house training programs in welding, pipefitting, major appliance repair, electronics and air conditioning, heating and refrigeration. In addition, construction of the center is expected to generate more than 40 jobs before work is completed in spring 1994.

ICCB lauds 3 instructional programs

The Illinois Community College Board has honored three colleges with its new Awards of Excellence for Teaching and Learning.

Illinois Central College was cited for its QUEST program, which facilitates the transfer process through special courses and support services. **Oakton Community College** was recognized for its faculty-designed Criticial Literacy Project, which trains instructors to link course content with learning strategies that help students master critical thinking skills.

Also honored was **Waubonsee Community College**'s two-way telecommunications system, which uses microwave television technology to broadcast courses to learning centers throughout the Waubonsee district. The system allows students and instructors to interact with each other -- even if they are at different classroom sites.

Raves for SIC's referendum

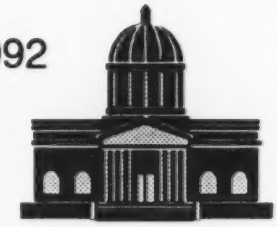
Residents in the **Southeastern Illinois College** district recently affirmed their confidence in the school by approving SIC's March 17 tax referendum by a 2 to 1 margin.

The tax proposal -- Southeastern's first since its founding in 1968 -- called upon voters to "trade" one tax (construction bonds to be paid off this June) for two others (an 8-cent increase in the Education Fund rate and a 5-cent increase in the Operations and Maintenance Fund rate), resulting in no increase in the college's total tax rate.

Among those assisting in the "Friends of Southeastern" referendum effort was Trustees Association executive director Dr. Gary W. Davis, who wrote a widely circulated letter commending the school as "the best educational buy" for the district.

ICCTA Lobby Day

Wednesday, May 13, 1992
State Capitol
Springfield, IL



9 AM:	**Issues briefing**
9:30 AM:	**Meeting with a legislative leader**
10 AM:	**Legislative visits**
Noon:	**Lunch with legislators**

$40 per person

• *Call 217/528-2858 for more information* •

ILLINOIS TRUSTEE

Illinois Community College Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

FIRST CLASS MAIL
U.S. POSTAGE
PAID
Springfield, Illinois
Permit No. 567

First Class Mail

where learning never ends

ILLINOIS TRUSTEE

Vol. XXII, No. 5 Illinois Community College Trustees Association May/June 1992

Reactive and proactive strategies for coping with reduced resources

Compiled by Dr. Richard L. Alfred
Associate professor of education
Center for the Study of Higher Education
University of Michigan

The following strategies were developed by discussion groups at a seminar on Coping with Reduced Resources *sponsored by the Illinois Community College Trustees Association. Dr. Alfred served as facilitator for the Jan. 17 workshop.*

Community colleges cannot neglect the state as a revenue source, but they will need to cut operating costs, to take more risks, and/or to cultivate new revenue sources if they expect to maintain or increase their current operations.

Community colleges cannot neglect the state as a revenue source, but they will need to cut operating costs, to take more risks, and/or to cultivate new revenue sources if they expect to maintain or increase their current operations. These actions can be classified into "reactive" and "proactive" strategies. Each strategy -- to be successful -- depends on the extent to which community colleges are willing to restructure management.

Reactive strategies

Conventional strategies for reducing the cost of operations or generating more revenue to support operations:

1) Cost-cutting/downsizing

- Freeze part-time faculty positions.
- Freeze full-time instructional positions; do not replace full-time faculty who leave unless essential; use more part-time faculty.
- Freeze enrollments.
- Increase class size, where possible, to accommodate more students at constant cost.
- Limit student access to programs requiring costly additional staff, space or equipment:
  - -- Reduce the number of sections offered
  - -- Cap admissions/enrollments.
- Develop and institute early retirement for faculty and staff.
- Increase faculty teaching loads.
- Reduce faculty release time for administrative duties and committee assignments.
- Explore flexible contracts with

continued on page 3

Inside the *Trustee*

Making state priorities our business . . . . . p. 6

ICCTA convention centers on Turning Points . . . . p. 8

Sen. Hawkinson addresses funding, adult ed . . . . p. 10

COMMUNITY COLLEGES

where learning never ends

On cooperation and conflict

By Barbara Barton
ICCTA President
Trustee, William Rainey
Harper College

Two stories from friends have caused me to rethink my ideas about cooperation and conflict. What can we do to encourage others to take a cooperative and supportive attitude? What prevents us from dealing effectively with flawed policies and inappropriate behaviors when we encounter them?

Cooperation happens when people are asked to help. The first story involves a neighborhood "meanie." Every street has one -- the (usually) older man or woman who seems to delight in yelling at children at play. According to my friend, some neighborhood children accidentally invited the neighborhood menace to participate in one of their projects -- a carnival. Before long, he had pitched in and was helping to make the day an unparalleled success. The kids were amazed, and their parents even more so.

However, upon reflection, their good fortune doesn't seem so strange. Many times we make unwarranted assumptions about people, casting them in the role of nemesis when they are just as likely to be helpful if they are asked. Yet we often are slow to ask others for help. What holds us back? Is it the fear of rejection? If so, our insecurity is keeping us from recruiting good people to help accomplish important tasks at hand.

The story about conflict involves an incident in a small town discount store just before Christmas. (OK, it was a K-Mart.) Another friend was hunting for an odd-shaped candle when he overheard members of a congregation severely criticizing their minister. From their conversation, it was clear they knew their pastor's every fault. They criticized his lifestyle and his leadership of the church. Most of the criticisms were quite specific. Finally, the oldest member of the group wondered aloud, "Should we tell him how we feel?" The question went unnoticed and the criticism continued.

Why are we so slow to let others know that their actions distress us? Is it safer to criticize from a distance than to let

continued on page 11

ILLINOIS TRUSTEE

The Illinois Trustee is the official publication of the Illinois Community College Trustees Association. It is distributed bi-monthly to all trustees, chancellors and presidents, and to other persons interested in the public community colleges of Illinois.

Illinois Community College Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

ICCTA STAFF
Dr. Gary W. Davis, Executive Director
Michael Monaghan, Director of Government Relations
Donna Grove, Executive Assistant
Kim Villanueva, Public Information Officer
Sherrie Kimble, Office Assistant
Robert B. Maher, Counsel for Legislation

1991-92 OFFICERS
President
Barbara Barton
William Rainey Harper College

Vice President
Jeanne Blackman
Lincoln Land Community College

Secretary
Kay Bennett
Belleville Area College

Treasurer
Wayne Green
Carl Sandburg College

1991-92 REGIONAL CHAIRPERSONS
Chicago Region
Ronald Gidwitz
City Colleges of Chicago

East Central Region
Nancy Bates
Danville Area Community College

North Suburban Region
Steve Haugh
McHenry County College

Northwest Region
Richard Groharing
Sauk Valley Community College

South Suburban Region
Michael Monteleone
Prairie State College

Southeast Region
William Batteau
John A. Logan College

Southwest Region
Chris Ringhausen
Lewis and Clark Community College

West Central Region
Renee Long
Black Hawk College

West Suburban Region
Ellen Roberts
Elgin Community College

Strategies

continued from page 1

staff (shorter term contracts).

- Eliminate part-time faculty positions by increasing class size.
- Eliminate or downscale non-essential or non-productive academic programs.
- Reduce the number of non-teaching personnel; downsize administration.
- Reduce classified staff; implement secretarial pools.

2) Downsizing steps to consider, but hopefully not to implement

- Freeze salary and rate increases for the year.
- Cut the number of instructors and staff in each department by a specific number.
- Review the benefits package and determine whether changes in benefits, combined with passing on a higher share of insurance costs to staff, will alleviate the financial crunch.
- Conduct rigorous performance evaluations of administrative personnel and consider:
  a) Position consolidation, and
  b) Re-establishment of the criteria for position descriptions.

3) Revenue generation/growth

- Increase tuition; public universities in Illinois are charging nearly $2,000 per student, compared to $1,081 per credit full-time equivalent student in community colleges.
- A recent Trustees Assocation study of 1991 tuition rate increases in Illinois revealed the following:
  a) Most colleges with above average increases in fall 1991 enrollment had raised tuition;
  b) Most colleges with below average increases in enrollment had raised tuition;
  c) Colleges that raised tuition from $4 to $5 saw enrollment gains of various dimensions. Some had the highest gains, while others had the lowest.
  d) Colleges raising tuition more than $2 per credit hour all experienced enrollment increases.
- Increase volume of financial aid (Pell Grants) and foundation scholarships.
- Use permissive taxes not currently being used.
- Organize a referendum.
- Use a portion of the tuition fund to provide financial aid for needy students.
- Tap into Illinois economic development funding.
- Increase user fees for ancillary programs and services.
- Establish differential tuition rates for high-demand, expensive programs.
- Increase fundraising efforts with alumni, major gift prospects, business and industry, etc.
- Implement a special surcharge for high-cost programs.
- Negotiate business/industry support for true cost of programs.

Acquire new or additional revenue from government agencies through organized partnerships, matching grant programs, and cooperative programs for dealing with public policy issues.

Proactive strategies

Newly created strategies for maintaining or expanding support based on principles of quality, competitive advantage, cost benefits, and uniqueness:

1) Acquire new or additional revenue from government

continued on next page

Strategies

continued from previous page

agencies through organized partnerships, matching grant programs, and cooperative programs for dealing with public policy issues (e.g., K-12 education, job training and retraining, etc.).

2) Become a "risk-taker in quality" through non-traditional programs with business and industry, state or local governments, foundations, etc., designed to address specific issues.

3) Plan, develop and execute special purpose local tax initiatives with voters based on a demonstrated capacity to yield "absolute value" in programs and services provided to important segments of the community.

Use creative friend-raising and fundraising techniques with new "partners" based on important attributes of community colleges as service organizations in the community.

4) Use creative friend-raising and fundraising techniques with new "partners" based on important attributes of community colleges as service organizations in the community:

- Access
- Low cost, high impact
- Quality of instruction provided by experienced instructors in smaller classes
- "Safe" institutions free from educational abuses of universities and large four-year colleges
- Comprehensive support services for students; high attention to students via accessible services
- Programs and services related to, cognizant of, and responsive to local needs

5) Build creative arguments for added local support based on special programs and services community colleges can provide that meet current or emerging needs:

- Job training/retraining
- Small business incubator programs
- Parenting -- linking youth, families, school and work
- Making employers and employees more productive through total quality management
- Leadership training programs

6) Develop new modes for delivery of instruction and support services involving such steps as expanding telecommunications, reducing the length of time to complete a course or curriculum, changing the definition of a credit hour, or modifying the types of services students have come to expect.

7) Increase tuition; convincingly demonstrate added value for the added dollar by providing information about:

a) The quality of instruction (class size, faculty expertise, instructional resources, etc.); and

b) The comprehensiveness and quality of services provided students (academic support, student services, outreach, etc.)

8) Privatize college functions that can be self-supporting

9) Explore acquisition of buildings and equipment using lease-back arrangements.

10) Use facilities of institutions in proximity to the community college (hospitals, high schools, business organizations, etc.).

11) Create business partnerships with corporate neighbors.

12) Add large donors to the Foundation Board.

13) Lease back on Public Building Commission funds.

14) Approach private industry for specific funding purposes (furnishing rooms, supporting programs, underwriting services, etc.).

15) **Implement trust and estate planning for gifts; develop insurance policies with the college as beneficiary.**

16) **Use health, life and safety funds for college development.**

17) **Aggressively seek federal grants** (Title III, National Science Foundation funds, etc.).

18) **Develop linkages with small businesses and agencies of regional government.**

19) **Develop and implement more aggressive strategies for public relations.**

20) **Encourage more aggressive involvement of trustees in lobbying.**

21) **Review tax assessment/enterprise zones.**

22) **Push for tax reform/funding formula changes.**

23) **Develop focused roles for foundation staff in fundraising** (e.g., capital equipment).

24) **Conduct needs assessment and feasibility studies for foundation involvement in fundraising.**

25) **Encourage staff development in resource acquisition roles.**

26) **Explore telecommunications possibilities for instructional delivery.**

15 suggestions for improving productivity

These ideas are adapted from W. Edwards Deming, an American credited by the Japanese for their discovery of quality manufacturing. His story is told in *The Deming Management Method* by Mary Wilson (New York, 1986).

1. Each year, the college should demonstrate how it has improved teaching and learning.

2. The college should identify, remediate and, if necessary, remove ineffective teachers.

3. The college should ask employees for suggestions on how to improve learning and teaching.

4. Repeal the Purchasing Act.

5. Report enhanced efficiency.

6. Fund teacher training and development.

7. Identify and remove barriers to better teaching.

8. Strengthen shared governance.

9. Increase cooperation between college departments and between colleges.

10. Eliminate quotas.

11. Avoid slogans like "priorities, quality and productivity." Let college employees and students adopt their own slogans.

12. Remove barriers to quality, especially students allowing work obligations to interfere with their studying. (This may require more financial aid.)

13. Extend contracts for administrators. This improves college stability.

14. Measure happiness of students. There are standardized instruments available for this.

15. Set up reasonably priced healthcare. Too many college dollars are going to pay galloping health insurance premiums.

Does your board have other ideas? Send them to ICCTA, 509 S. Sixth, Suite 426, Springfield, IL 62701.

Community colleges: making state priorities our business

Accountability/productivity

Illinois priority:

Utilizing the resources at our disposal responsibly and in accordance with established priorities; giving all students who can benefit from higher education an opportunity to do so.

What the COMMUNITY COLLEGES are doing:

- 50 colleges in 40 districts enroll nearly 370,000 students (second largest in United States).
- Community colleges enroll nearly half of all students in Illinois higher education, two-thirds of all students in public higher education.
- Enrollments have increased more than 18 percent over the past four years.
- Cost-effective community colleges have educated students for the same cost per credit hour for the past five years, when adjusted for inflation.
- Students transferring to four-year colleges or universities perform comparably to students who begin at the four-year college or university.
- Programs are being developed to guarantee competencies of students.
- Outcome measures are being identified so effectiveness can be evaluated.

Jobs! Jobs! Jobs!

Illinois priority:

Providing opportunities for all Illinoisans, including those currently in the workforce and dislocated workers, to obtain and retain employment.

What the COMMUNITY COLLEGES are doing:

- Community colleges provide training for the top 20 fastest-growing occupations (270,000 students are enrolled annually in these programs).
- Community colleges provide customized training for 1,000 businesses and 35,000 employees annually.
- Business Assistance Centers on each community college campus provide services to 10,000 businesses and assist in creating/retaining 35,000 jobs annually.

Workforce preparation

Illinois priority:

Providing training to address the needs of 2 million Illinoisans unable to read, write, compute and/or solve problems at levels of proficiency necessary to function on the job or in society.

What the COMMUNITY COLLEGES are doing:

- All 40 community college districts offer adult education and literacy training to over 150,000 students at nearly 1,000 sites.
- 1.2 million units of instruction are offered each year, constituting over 80 percent of all such units offered.
- The state Committee to Study Preparation of the Workforce recommendations place community colleges at the forefront in providing a well-trained workforce.

Human service partnerships

Illinois priority:

Providing opportunities for persons on welfare to obtain training for gainful employment and otherwise to be served while receiving training.

What the COMMUNITY COLLEGES are doing:

- Nearly one-third of all adult education funding is for programs for persons receiving public assistance.
- Programs and services are provided through Project Chance/Job Opportunities Basic Skills (JOBS) and Transitional Assistance programs.
- The JTPA's Comprehensive Adult Employment Development program focuses on transitioning persons on public assistance into employment.

Serving special populations

Illinois priority:

Providing special services to minorities, persons with disabilities, veterans, and others.

What the COMMUNITY COLLEGES are doing:

- Minorities comprise 28 percent of all community college enrollees.
- 68 percent of all minorities in public higher education are enrolled at community colleges.
- Nearly 11,000 students with disabilities were enrolled in fiscal year 1991.
- An estimated 9,000 veterans receive financial assistance annually to enroll at community colleges -- two-thirds of the total allocated to public higher education.

Investing in board development

By Dr. Gary W. Davis
ICCTA executive director

Is your board discussing next year's college budget? What will you say when the board comes to the line that supports trustee development?

When times are tough, some may question the wisdom of spending college funds to support board activities. Cutting back on "board travel" may make good press, but wise trustees know that crisis demands effective leadership. In order to be effective leaders, trustees need to master techniques for resolving tough, emerging issues.

Of course, some see a conflict of interest any time a public body decides to spend money on itself. Yet because good leadership is essential and only the board can invest in college leadership, the conflict need not prevent the trustees from pursuing their own development.

In order to protect trustees against the charge that they are benefitting by their board membership, the Illinois Community College Trustees Association exercises moderation in making arrangements for board development activities. Trustees have a right to demand that costs be held down, although any trustee meeting that fails to attract board members is no bargain.

If trustees need encouragement to invest in their own education, they should consider the fact that rivals of community college boards are investing in their development.

Locations famous for sybaritic activity are not chosen for ICCTA events. Meetings are planned to make efficient use of trustees' time; this also increases attendance. ICCTA programs deal effectively with concerns of trustees so persons attending meetings can enthusiastically report their value to other board members and constituents.

Finally, the term "trustee travel" is avoided because "travel" is a red-flag word that suggests junkets and self-gratification at public expense.

If trustees need encouragement to invest in their own education, they should consider the fact that rivals of community college boards are investing in their development. In 1991 the U.S. Supreme Court decided in Lehnert v. Ferris Faculty Association, Ill. S. Ct. 1950, 67 Ed. L. Rep. 421 (1991) that unions may charge *all* bargaining unit employees (not just union members) for union conventions, consulting, newsletters and information services.

Trustee development deserves to be ranked as a high priority in every college budget discussion.

College personnel funds are supporting union members' development. Should trustees have less of a commitment to their own education and leadership preparation?

Unions and other board rivals invest heavily in their own development. Union meetings strengthen their political influence. The *Illinois Times* recently reported that during the 1990 election cycle, Illinois' four legislative leaders raised a total of $7.12 million from groups like faculty unions, the Illinois State Medical Society, the Illinois Manufacturers' Association, and the Illinois Trial Lawyers' Association. Each of these groups has an interest in issues affecting community colleges: collective bargaining, healthcare costs, workforce training, and tort liability.

Because trustees cannot match the financial clout of

continued on page 9

Turning Points '92

Productivity and priorities are the buzzwords of the 90s. But how do they relate to your college? You can join other trustees from around the state in producing and prioritizing successful strategies at the Illinois Community College Trustees Association's annual convention on June 11-13.

Set at Springfield's Ramada Renaissance Hotel, this year's conference revolves around the theme of *Turning Points*, or new directions for community colleges.

The conference shifts into gear on Thursday, June 11, with a short orientation session for new student trustees. Later that evening, the convention officially begins with an address by state Comptroller Dawn Clark Netsch and presentation of ICCTA legislative honors to State Sens. Howard Carroll of Chicago, Carl E. Hawkinson of Peoria, and Reps. Gerald C. Weller of Morris and Larry Woolard of Marion.

Dawn Clark Netsch

Friday's morning sessions narrow the focus on finance to include what ought to be considered when tuition hikes are on the table; how some colleges make money offering workforce training; and what financial information trustees need to judge their college's fiscal performance.

At lunch, guest speaker U.S. Rep. Richard Durbin of Springfield will brief convention participants on pending federal issues. (Meanwhile, spouses may dine at the Brinkerhoff Home, an elegant Victorian mansion listed on the national and state Registers of Historic Places.)

After lunch, a series of concurrent sessions will examine ways to guarantee quality in part-time faculty; measure educational results; the impact of three turning points in Illinois community college history; how one college sold its referendum to the voters; and new directions for college foundations.

Also featured will be a discussion of the political, ethical and legal considerations in the use of funding mechanisms that do not require a referendum.

Friday evening offers a private reception at the historic Dana-Thomas House, designed by world-renown architect Frank Lloyd Wright. Convention-goers will then return to the Ramada for a gala awards banquet and dessert reception saluting the system's outstanding faculty, alumni and student essay winner.

On Saturday, college leaders will honor their own during a trustee awards breakfast. This year's recipients include:

- **Certificate of Merit:** Earl Pillsbury (former trustee, Lincoln Land Community College); Neil E. Pistorius (former trustee, Richland Community College); Dr. J. Neil Admire (retiring president, Lewis and Clark Community College);

- **Meritorious Service Award**: Dr. Allen Y. Baker (board member, Illinois Student Assistance Commission); Illinois Student Assistance Committee; Hannelore Huisman (former trustee, Black Hawk College); Ruth Holmes (former trustee, Illinois Central College); and

- **Honorary Membership**: John M. Lewis (former trustee, Carl Sandburg College).

The awards session will also introduce the first recipients of two new ICCTA honors: the Trustee Achievement Award (for continuing excellence in board service), and the Trustee Education Award (for consistent participation in ICCTA seminars).

The final event of the 1992 convention will be the annual ICCTA Board of Representatives meeting, following recognition of individuals who have served as ICCTA officers and regional or committee chairs for 1991-92. Concluding the session will be the election of ICCTA officers for the coming year.

Trustees can choose between two registration fee options for *Turning Points '92*: full registration or event registration. Full registration is $155 and includes all meal functions and workshop sessions. For information on single-event fees or other convention activities, call Donna Grove at the ICCTA office (217/528-2858).

Is the road to transfer paved with student intentions?

Approximately 40 percent of the community college students in Illinois who intend to transfer to another college or university actually do so, according to a new report from the Illinois Community College Board.

The ICCB report summarized a study of students who enrolled for the first time at 39 Illinois community colleges in fall 1986. The study, which was part of a larger survey conducted by the Center for the Study of Community Colleges at the University of California-Los Angeles, examined transfer rates for 21,513 students who earned at least 12 hours of credit at a community college.

The study found that 24.1 percent of those students transferred to senior institutions, and 40.4 percent of those who initially indicated their intent to transfer did so.

The report also noted varying transfer rates by program and by racial/ethnic groups:

• Nearly 33 percent of students enrolled in baccalaureate/transfer programs, 28 percent of those in general associate degree programs, and 12 percent of those in occupational programs transferred.

• Asian students transferred at a higher rate (29 percent) than whites (26 percent), Hispanics (21 percent), African-Americans (15 percent), and native Americans (13 percent).

When student intentions are factored in, however, the transfer rates jump considerably:

• Among pre-baccalaureate students who said they planned to transfer, 42 percent later enrolled at senior colleges or universities. Twenty-nine percent of the occupational students who planned to transfer did so.

• Only 18 percent of the African-American students indicated plans to transfer, compared to 26 percent of the Hispanic and 35 percent of the white students. But 31 percent of these black students did transfer to a senior institution, compared to 40 percent of the Hispanic, 41 percent of the white, and 45 percent of the Asian students.

Investing

continued from page 7

rival lobbying groups, they must organize to increase their effectiveness as college advocates. ICCTA's legislative history shows that a strong trustees association can help boards build support for the colleges they govern. (A list of ICCTA's legislative victories since 1983 is available by calling the ICCTA office at 217/528-2858.)

Early in 1991, the United States was preparing for war in the Persian Gulf. On the eve of armed conflict, American leaders took pains to insure that they were well-prepared to formulate effective policies. The stunning victories of Operation Desert Shield and Desert Storm testify to the value of leadership and policy development.

Today, the nation is battling tough world competition. College officials face long odds in the struggle to preserve an aging nation's commitment to education. Once again, we need to invest in our leaders' preparation. Trustee development deserves to be ranked as a high priority in every college budget discussion.

All in the family

It's often said that education is a family affair, but one house seems to take this saying to heart. Altogether, 12 of the 14 MacDonald children have gone to Kankakee Community College since 1970. Their combined education spans 22 years -- almost as long as KCC's 25 years of existence.

The first MacDonald graduated in 1973; two others are members of the Class of 1992; and several more are still enrolled. In all, the MacDonald family has earned eight associate degrees and nearly 650 credit hours at KCC.

And for you trivia buffs, all 12 of the MacDonald dozen are women whose names begin with the letter "D." (No word yet on when Dad plans to sign up for classes.)

Community college issues in the 1992 legislative session

By Carl Hawkinson
State senator
47th district

The big issue facing the General Assembly this year will be the budget -- possibly reconsideration of the budget for fiscal year 1992 as well as development of the budget for FY 1993. However, some other items may come up for consideration that directly or indirectly affect community colleges.

Several issues were included in "America 2000" that could appear as legislative proposals. One of the goals of "America 2000" is that by the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

Another goal includes a provision that by the year 2000, American students will be prepared for responsible citizenship, further learning, and productive employment in our modern economy. Community colleges certainly will be called upon to help achieve these goals.

The role of community colleges in education for employment is one of the reasons the issue of governance

The role of community colleges in education for employment is one of the reasons the issue of governance of adult education is once more being discussed.

of adult education is once more being discussed. The question is, should adult education continue to be under the auspices of the State Board of Education to the extent it is presently, or should it be shifted more to the Illinois Community College Board?

In 1987, the State Board of Education established an Adult Education Task Group that concluded "that the proposed transfer of responsibility for the governance of adult education (to ICCB) offers the opportunity to enhance the delivery of adult education services." The action called for by the Task Group report was not taken, but Gov. Jim Edgar called for the transfer to take place in his 1992 budget message.

However, the proposal definitely does not receive universal support. Objections to the transfer are based largely upon the reasonable fear that the transfer would

Community colleges must assume a role in tackling the substance abuse problem in the state.

negatively impact program delivery systems and funding resources currently in place within the secondary public school sector of the program.

We have some excellent adult education programs in my district. There is general agreement that the State Board of Education has effectively administered the program for many years. Some are reluctant to accept the potential risks such a transfer of governance may pose, while other feel that change represents opportunity to review, revitalize, and enhance adult education at a time when demographic and employment training trends are placing a greater focus on the adult learner.

Another goal of "America 2000" that would have implications for community colleges is that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. Community colleges must assume a role in tackling the substance abuse problem in the state. Also, health education programs must be encouraged, including

a program to alert Illinois student-athletes, athletic trainers and coaches to the dangers and adverse effects of abusing anabolic steriods.

In addition, community colleges must take whatever steps are necessary to make their buildings and grounds secure for their students, faculty and staff.

The subject of accountability in higher education continues to come up, and is not likely to go away.

The subject of accountability in higher education continues to come up, and is not likely to go away. The proper role of community colleges would be to be prepared to show clearly in what ways they already are accountable, and what is necessary to make it possible for them to do a better job in this area.

Finally, the issue of exclusions from the requirement of proof of immunizations is almost certain to come up again. While community colleges have not been directly affected by recent proposals, they could find themselves involved in the future in that the basic reason for community colleges being excluded is that their student body is primarily commuter students.

One thing we can be sure of -- the 1992 session will be busy, demanding and challenging.

Carl Hawkinson was elected to the Illinois Senate in 1986 after two terms in the Illinois House of Representatives. An attorney, he serves on the Senate Appropriations I, Higher Education, Judiciary I, Judiciary II (minority spokesperson), and Transportation committees. The Illinois Community College Trustees Association will present Sen. Hawkinson with a 1992 Outstanding Legislator Award during its annual convention on Thursday, June 11 (see page 8 for convention information).

Cooperation

continued from page 2

someone know that his or her behavior is hurting us?

In the series of *Building Better Boards* seminars that the Illinois Community College Trustees Association sponsored this spring, Kathryn Jeffers suggested that we deal with conflict and inappropriate behavior by taking the other person aside and saying, "May I have your permission to tell you how this (action of yours) is making me feel?"

Very likely, permission will be granted, the complaint offered, and the air cleared. The alternative is to let a conflict fester.

Our community college board work would go more smoothly, I think, if we overcame our fear of rejection and asked others for help more often. Similarly, teamwork on the board would increase if we could tell each other when something is bothering us. Of course, confronting others takes as much courage as asking another for assistance. Still, I think trustees are capable. Peace to you, and courage!

New numbers to know . . .

363,866 -- Number of students enrolled at Illinois community colleges during spring 1992

31,108 -- Number of people employed at Illinois community colleges during fall 1991

$121.74 -- Average net instructional unit cost (the cost to produce one credit hour of instruction) at an Illinois community college during fiscal year 1991

$34.78 -- Average tuition and fees rate at an Illinois community college during FY 1993

Data: *Illinois Community College Board*

The Legal Corner • The Legal Corner • The Legal Corner

By Allen D. Schwartz
Chair
Illinois Community College Attorneys Association

This column is sponsored by the Illinois Community College Attorneys Association. Questions, case synopses and comments may be sent to ICCAA chair Allen D. Schwartz, c/o Robbins, Schwartz, Nicholas, Lifton and Taylor, Ltd., 29 S. LaSalle St., Suite 860, Chicago, IL 60603.

PLEASE NOTE: *This column is not to be construed as legal advice; please consult your board attorney on specific legal matters.*

Does absenteeism disqualify unemployment compensation?

ISSUE: *A non-faculty staff member is fired for absenteeism. What are the ex-employee's unemployment compensation rights?*

FACTS: The unemployment compensation law disqualifies employees from receiving unemployment compensation if:

1. They are fired for misconduct. This means deliberate and willful violation of a reasonable rule or policy, provided the misconduct has harmed the employer; or

2. The conduct has been repeated despite a warning or instructions from the employer. Firing for performance failure does not disqualify the employee. Ill. Rev. Stat. 1987, ch. 48, par. 432 A.

The employer complained that an employee was fired for five days of unauthorized absences from work. Did this constitute misconduct? The employee did not telephone the employer during those five days, contrary to company rules requiring employees to notify the employer of an intended absence before 9 AM on the day of absence. The employee's argument that he was too sick to call in was rejected upon proof that he had called his doctor during this time.

LESSON: Have rules for absenteeism, and if they are violated, an employee's unemployment compensation claim may be contested. Wilson v. Ill. Dept. of Employment, 554 N.E.2d 1006 (1990).

Cancellation or censorship?

ISSUE: *Can a community college cancel a classroom play?*

FACTS: In the spring, a part-time community college drama instructor selected the play *Split Second* to be produced in the summer class. The play is about the morality of a black police officer who loses control, kills a white suspect, and then plants a knife in his fabrication of a self-defense story.

The court also held that though the regulation of school curriculum or school-sponsored activities may be authorized in elementary and high school cases under Hazelwood School District v. Kuhlmeier, that precedent was not applicable to community colleges.

The college opposed the play. After students read for the play, the instructor held the "add" cards, which would indicate students were interested in enrolling after hearing of the college's opposition.

The college then cancelled the class, citing the following reasons:

1. There was opposition to the play by the religious community;

2. The subject was sensitive to the community because, at the time the play would be produced, there was a trial of a black man charged with the shooting of two police officers scheduled; and

3. The language of the play was inappropriate.

A college student and the professor filed suit, claiming violation of their First Amendment rights.

The court found that the college's reasons for cancelling the play reflected undifferentiated fear of disturbance contrary to the holding of Tinker v. Des Moines. The court also held that though the regulation of school curriculum or school-sponsored activities may be authorized in elementary and high school cases under Hazelwood School District v. Kuhlmeier, that precedent was not applicable to community colleges.

The court also held that there may be legitimate pedagogical concerns at the college level for limiting drama curriculum to works of acceptable literary quality, particularly if those determinations are made in advance of a class rather than after the class had begun. However, the facts in this case did not sustain those concerns in this situation.

The dissent interpreted Kuhlmeier as "severely undercutting" Tinker and granted authority to the administration to cancel the play as part of the class curriculum. The dissent added that the majority opinion will permit, in respect to curriculum issues, "the faculty tail to wag the administration dog."

LESSON: Cancellation of any curriculum offering must be handled carefully. (DiBona v. Matthews, 269 Cal.Rptr. 882 (1990).

Colleges warrant praise with educational guarantees

It's common practice for a business to stand behind its product with a warranty. The Illinois Community College Board is going a step further by urging the state's 50 community colleges to stand behind their occupational graduates -- or retrain them for free.

Under the ICCB's new "educational guarantee" initiative, participating colleges are identifying essential workplace skills that students should have upon completing their occupational programs. If an employer finds that a graduate lacks these skills, the college will re-enroll the student in the appropriate course(s) free of charge.

Elgin Community College, Prairie State College and Waubonsee Community College are among the first schools to adopt such a policy for their occupational graduates. The ICCB is asking other colleges to try the guarantees on a trial basis over the next two years, with statewide implementation planned for the third year.

ICCB officials add that the program will make community colleges even more flexible to workforce demands as curricula and program descriptions are revised to incorporate the guaranteed skills. "The quality and responsiveness of community colleges will be greatly enhanced through this initiative," said ICCB chair Harry L. Crisp II.

Individual colleges may set conditions for the guarantees, such as limiting the number of courses that can be retaken or requiring the courses to be taken within two years of graduation. In the future, educational guarantees are likely to be included as a criterion when ICCB reviews proposed programs for approval.

Names in the news

Awards and honors

• She's been a supporter, a teacher, and a legislator for William Rainey Harper College. Now **Eugenia Chapman** is a proud alumnus, thanks to the honorary Harper degree she received on May 24. As a state representative from Arlington Heights, Chapman sponsored the Illinois Public Junior Act and spearheaded its passage in 1965. She later taught government and political science classes at Harper and currently co-chairs the college's Silver Anniversary Committee.

• Like many trustees, Oakton Community College's **Joan Hall** has built a successful career outside of education as Maine Township Supervisor. Her professional accomplishments recently merited an Outstanding Government Official Award from the Private Industry Council of Northern Cook County, which cited Hall's efforts to improve township services to senior citizens and persons with disabilities.

• The National Council on Community Services and Continuing Education has selected former Illinois Central College trustee **Ruth Holmes** as its Region V "Person of the Year." A longtime advocate of community colleges, Holmes served two decades on the ICC board and funded a scholarship for fine arts students. Her board colleagues established a visiting lecturer series in her name upon her retirement from trusteeship last fall.

Awards and honors, part 2

• One of **Deborah Croy**'s goals in life is to earn a college degree before she turns 40. She's almost there, but first she's enjoying the limelight as the National Association of State Councils on Vocational Education's Outstanding Postsecondary Student for 1992. Enrolled in Lake Land College's civil engineering and computer-aided drafting programs, she says, "Vocational-technical education has changed me in a positive way. I not only have a much higher self-esteem, I think I have also helped in breaking the barrier of women performing the traditional male role of being a civil engineer technician."

• **Ruth Johnson** can claim two collegiate honors this spring: a successful term as the College of DuPage's student trustee, and receipt of Phi Theta Kappa's 1992 Guistwhite Scholarship. Johnson is one of just 10 students nationwide to earn the award; she plans to use the $5,000 scholarship to complete her baccalaureate studies at Aurora University.

• **Donna Thomas** is another scholastic star on the community college horizon. The Illinois Central College business graduate is only the second community college student from Illinois to make the All-USA Academic Second Team for two-year schools. The All-USA Team program is sponsored annually by the American Association of Community and Junior Colleges, Phi Theta Kappa and *USA Today* newspaper.

New (and not so new) faces for ICCB

• **Gwendolyn Laroche**, director of the Chicago Urban League's education department, is one of two new members of the Illinois Community College Board. Appointed by Gov. Jim Edgar, she replaces **Don Zeglis**.

• Also joining the state board is **Mildred Tart**, elected as the ICCB's student member for 1992-93. A business administration major at Daley College, Tart tests/tutors entering students and assists others on academic probation. She served as the City Colleges of Chicago's student trustee during the past year.

• Reappointed to the ICCB were **Miriam Lugo-Gonzalez** of Chicago, **Joel Jennings** of Metropolis, **John Schultz** of Effingham, **Delores Ray** of East St. Louis, and **Judith Madonia** of Springfield.

• In addition, the Illinois Community College System Foundation has announced its first chair -- **Ellen Roberts**, who also chairs the Elgin Community College Board of Trustees and the ICCTA's Public Relations Committee.

Names in the news

Appointments and elections

• **David T. Murphy** has become an alternate delegate to the Illinois Board of Higher Education. Appointed to the Illinois Board of Regents in 1989, Murphy serves double duty as a trustee at McHenry County College. He was ICCTA president from 1986-87.

• **Dr. Robert Keys**, president of John Wood Community College, was elected in April to the American Association of Community and Junior Colleges Board of Directors. His three-year term begins July 1.

• A three-member interim committee has been named to replace **Dr. Nelvia Brady** as chancellor of the City Colleges of Chicago. Headed by **Homer Franklin**, president of **Olive-Harvey College**, the team also includes **Raymond LeFevour**, president of Wright College, and **Zerrie Campbell**, interim president of Malcolm X College.

• Rend Lake College trustee **Olie Musgrave** has been elected president of the Illinois Economic Development Network. The Network was created by the Illinois Bankers Association in 1990 to increase economic opportunities for Illinois citizens. In addition to his Rend Lake duties, Musgrave is president of the First Bank and Trust Co. in Mt. Vernon.

• Gov. Edgar has formed a 17-member task force to help implement reforms in the state's job training programs. Members include ICCB chair **Harry L. Crisp II**, IBHE chair **Arthur Quern**, City Colleges of Chicago board chair **Ron Gidwitz**, Department of Public Aid director (and Lincoln Land Community College trustee) **Phil Bradley**, and IBHE member (and former community college administrator) **Dr. Robert English**.

In memoriam

• The **Conrad A. Bauer** Scholarship Fund has been established in memory of a founding member of the Illinois Eastern Community Colleges Board of Trustees. Bauer, who was an honorary member of the Illinois Community College Trustees Association, died February 29 at the age of 97. Donations may be sent in care of the Olney Trust Bank, E. Main St., Olney, IL 62450.

• The Association of Community College Trustees recently dedicated a memorial plaque in honor of the late **Charles J. Kennedy** at Joliet Junior College. A JJC trustee for 15 years, Kennedy founded and chaired ACCT's Minority Affairs Committee.

Community College Day at Wrigley Field

Holy cow . . . It's Harry Caray with ICCTA president Barbara Barton! A special appearance by the legendary Cubs broadcaster highlighted the first *Illinois Community College Day at Wrigley Field* on April 26. More than 1,800 trustees, students and staff braved near-freezing temperatures for the Community College Month event, while the Cubs pitched in with an extra-innings, come-fro.n-behind win over the Pittsburgh Pirates.

Also attending the game: Lt. Gov. Bob Kustra; former Illinois governor William Stratton; Arthur Quern, chair of the Illinois Board of Higher Education; Harry L. Crisp II, chair of the Illinois Community College Board; Jan Grayson, director of the Illinois Department of Commerce and Community Affairs; and Mary Ann Louderback, executive assistant to the governor for education.

Photo by Hy Kloc

Turning Points '92

Illinois Community College Trustees Association

Annual Convention

June 11-13, 1992
Ramada Renaissance Hotel
Springfield, Illinois

(see page 8 for information)

ILLINOIS TRUSTEE

Illinois Community College
Trustees Association
509 S. Sixth St., Suite 426
Springfield, IL 62701
217/528-2858
FAX: 217/528-8662

FIRST CLASS MAIL
U.S. POSTAGE
PAID
Springfield, Illinois
Permit No. 567

First Class Mail

where learning never ends

ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
JUN 26 1992